



Comprehensive Needs Assessment 2024 - 2025 School Report



Fayette County
Whitewater Middle School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Brian Butera
Team Member # 2	Assistant Principal	Kimberly Broome
Team Member # 3	Assistant Principal	Stephanie Washington
Team Member # 4	Math Co-CCP	Julie Patrick
Team Member # 5	Math Co-CCP	Kay Young
Team Member # 6	English CCP	Karen Garrett
Team Member # 7	Science CCP	Kathy Morrison

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Social Studies CCP	Lisa Marmon
Team Member # 2	Gifted CCP	Valerie Mallon
Team Member # 3	Media Specialist	Kathryn Thaxton
Team Member # 4	ECS Lead Teacher	Annette Fuller
Team Member # 5	CTE CCP	Tom Halpin
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Parent Representative, PTO President	Samantha Taylor
Stakeholder # 2	Parent Representative, School Council President	Lynn Anne Raabe
Stakeholder # 3		
Stakeholder # 4		
Stakeholder # 5		
Stakeholder # 6		
Stakeholder # 7		
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Parents have an opportunity to provide feedback in a variety of ways. For example, parents provide feedback through the Georgia Health Survey, School Council, PTO, and school surveys. Our PTO and School Council also completed Section 2.4, Family and Community Engagement, of the CNA.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	<p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	✓
2. Operational	<p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
3. Emerging	<p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
4. Not Evident	<p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.</p> <p>These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.</p>	
2. Operational	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards.</p> <p>These curriculum documents and resources guide the work of teachers and instructional support staff.</p>	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	<p>A supportive and well-managed environment conducive to learning is evident throughout the school.</p> <p>Students consistently stay on-task and take responsibility for their own actions.</p>	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
2. Operational	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	✓
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	✓
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	✓
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	✓
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
2. Operational	<p>he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	✓
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	✓
2. Operational	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
2. Operational	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
3. Emerging	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	✓
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	✓
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	✓
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	✓
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	✓
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Discipline Summary Data PBIS DATA- SWIS School Climate Surveys Parent Surveys
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What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	Whitewater Middle School prides itself on the 5 star climate rating that it continually receives. However, within the data points, there are some areas where we would like to focus.			
	*Note: The Ga. Student Health Survey changed after the 2020 - 2021 school year.			
	Georgia Health Survey Question	2024	2023	2022
	I like forward to going to school.	57%	56%	67%
	I feel like I fit in at my school	81%	79%	83%
	I feel successful at school	83%	83%	87%
	I feel connected to others at school	84%	79%	86%
	However, students at WMS do feel like there are high standards for achievement and adults treat students with respect.			
	Georgia Health Survey Question	2024	2023	2022
	I feel like my school has high standards for achievement.	88%	88%	84%
	Teachers treat me with respect.	88%	88%	88%

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Our students show an enthusiastic attitude about participation in school activities such as athletics and clubs. We are continuing to increase the number of clubs we offer as well as the number of students participating in clubs, athletics, or fine arts. Our school counselors teach classroom guidance lessons on a regular basis. Additionally, students are able to speak with our counselors on an individual basis, as needed. Furthermore, we offer transitional support to our rising 6th grade students, and we assist Whitewater High School with their transition program for the rising 9th grade students.
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What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	Students mental health and wellbeing are a concern, as evidenced by the amount of time our school counselors are engaging with our students in individual counseling sessions.
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What achievement data did you use?	Georgia Milestone EOG and EOC Data RI Data Star Data
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What does your achievement data tell you?	Georgia Milestone Data			
	6th Grade ELA	2023-2024	2022-2023	2021-2022
	Beginning	9%	17%	14%
	Developing	23%	28%	33%
	Proficient	50%	41%	43%
	Distinguished	18%	14%	10%
	6th Grade Mathematics	2023-2024	2022-2023	2021-2022
	Beginning	Not Reported	9%	11%
	Developing	Not Reported	33%	42%
	Proficient	Not Reported	37%	39%
	Distinguished	Not Reported	20%	8%
	7th Grade ELA	2023-2024	2022-2023	2021-2022
	Beginning	10%	10%	10%
	Developing	22%	29%	27%
	Proficient	50%	45%	48%
	Distinguished	19%	16%	16%
	7th Grade Mathematics	2023-2024	2022-2023	2021-2022

	Beginning	Not Reported	9%	9%
	Developing	Not Reported	37%	37%
	Proficient	Not Reported	32%	41%
	Distinguished	Not Reported	22%	13%
	8th Grade ELA	2024-2024	2022-2023	2021-2022
	Beginning	6%	4%	5%
	Developing	23%	21%	20%
	Proficient	41%	44%	52%
	Distinguished	30%	31%	23%
	8th Grade Mathematics	2023-2024	2022-2023	2021-2022
	Beginning	Not Reported	5%	8%
	Developing	Not Reported	21%	32%
	Proficient	Not Reported	40%	39%
	Distinguished	Not Reported	33%	21%
	Algebra I	2023-2024	2022-2023	2021-2022
	Beginning	Not Reported		
	Developing	Not Reported		
	Proficient	Not Reported		
	Distinguished	Not Reported		
	8th Grade Social Studies	2023-2024	2022-2023	2021-2022
	Beginning	9%	5%	8%
	Developing	24%	22%	29%
	Proficient	41%	44%	40%
	Distinguished	26%	29%	23%
	High School Physical Science	2023-2024	2022-2023	2021-2022
	Beginning	19%	NA	NA
	Developing	31%	NA	NA
	Proficient	33%	NA	NA
	Distinguished	16%	NA	NA
	Reading on Grade Level (As measured by the GMAS):			

	6th Grade 2021-2022: 71% 2022-2023: 74% 2023-2024:: 83% 7th Grade 2021-2022: 90% 2022-2023: 87% 2023-2024: 89% 8th Grade 2021-2022: 90% 2022-2023: 92% 2023-2024: 89%
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What demographic data did you use?	We looked at demographic data including subgroups such as Students with Disabilities (SWD) and our subgroup populations of African American, Hispanic, and Economically Disadvantaged.
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What does the demographic data tell you?	The data tells us that a significant majority of our students with disabilities are struggling to meet grade level expectations on our state assessments. Our African American population, our Hispanic population, our Economically Disadvantaged population and our SWD population are all scoring lower than our school averages, with more students scoring in the developing learner range and fewer students scoring in the distinguished learner range. This data is consistent with the data from district benchmark assessments.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>We increased our rating for Instruction Standard 1 - Provides a supportive and well-managed environment conducive to learning, and we decreased our rating of Instruction Standard 2 - Creates an academically challenging learning environment, Instruction Standard 3 - Establishes and communicates learning targets and success critical aligned to curriculum standards, Instruction Standard 7 - Provides feedback to students on their performance on the standards or learning targets, Assessment Standard 1 - Aligns assessments with the required curriculum standards, Assessment Standard 3 - Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices, and Assessment Standard 4 - Implements a process to collaboratively analyze assessment results to adjust instruction.</p> <p>The trends and patterns that will support the identification of student, teacher, and leader needs are as follows: more time is necessary to allow teachers to analyze data from common assessments. As a result, PLC time will be held sacred, and teachers will have dedicated, uninterrupted time to discuss planning, assessment, and data. The administration will provide support for teachers.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Based on progress made last school year, we increased our rating in seven areas. As we reflect on the past three years, we have had a shift in our thinking about looking at our data and acting on our data (plan, do, check, act).</p>

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Strengths and Challenges Based on Trends and Patterns

Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We increased our rating in two areas. We need to continue to focus on professional learning and gauging the impact of that professional learning. Throughout this year, we will collect data prior to and after professional learning sessions to gauge the impact.
Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We did not change any of our ratings in this area. Families have many opportunities to engage at Whitewater Middle School. Our PTO and School Council are very active. We meet once a month with our PTO and quarterly with the council. PTO has numerous committees with varying levels of activities including a parent volunteer group to help in the office and the media center. Our band booster program is also an opportunity where parents are very active.
Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We increased our rating for Planning and Organization Standard 1 - Shares a common vision and mission that define the school culture and guide the continuous improvement status, and we increased our rating for Instruction Standard 2 - Creates an academically challenging learning environment. Our teachers and our school counselors do an exceptional job in supporting the emotional needs of our students.
Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	WMS has seen an increase of students needing additional supports. Our ECS population has increased as has the number of students requiring 504 plans. Additionally, we have had an increase in the number of students who are considered Economically Disadvantaged.
Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	We are making gains, and we are academic performance, overall, has caught up with pre-pandemic levels. We made significant gains, this year, in 6th and 7th grade ELA. The 2023-2024 school year was the first year of new mathematics standards, and, as a result, the state is going through a standard setting. Those scores are not yet available. Additionally, this is the first year ALL 8th grade students took the High School Physical Science Course. We look forward to being able to implement changes based on our data with our scope and sequence and learning activities.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	Our ECS and Economically Disadvantaged populations are increasing, as are the number of students requiring a 504 plan. However, the staff at WMS has continued to strive for excellence in providing services for these students. Once a month academic team teachers, administrators, and counselors meet to discuss student progress and seek ways to improve mastery. Interventions are determined and administered based on frequent assessments, universal screeners and progress monitoring. Students are tiered and monitored based on that data.
Challenges	It is often a challenge for our ECS teachers to find time to plan with our academic team teachers. Furthermore, our teachers need to adopt the idea that students, particularly those with disabilities are "our students" and not "their students." Our ECS teachers need to have refresher training in specialized instructional methods and they need to implement the programs with fidelity. Furthermore, we need to find time for our students who are participating in resource classes to participate in the regular instructional segments, as much as possible, to receive quality Tier 1 instructional strategies and an exposure to grade level standards.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	With between 11% and 17% of our students reading below grade level as measured by the Georgia Milestones Assessment, we need a clear focus on literacy. This is our second year of this goal, and we made progress in two of our three grade levels.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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Overarching Need # 2

Overarching Need	Our comprehensive needs assessment has shown that data analysis of common formative and summative assessments is a weakness. Additionally, the results on the Georgia Milestones Assessment has shown that we need a stronger emphasis on analyzing data, PLC implementation, and a clear, consistent focus on the instructional framework. We have completed our second year of this goal, and there is certainly improvement. Our school results on district wide benchmark exams in science and social studies are increasing in all grade levels.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need	With the increased emphasis at the district level on Benchmark Assessments, teachers and administrators need an increased focus on using data from common formative and summative assessments. We have completed our second year of this goal, and there is certainly improvement. Our school results on district wide benchmark exams in science and social studies are increasing in all grade levels.
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 4

Overarching Need	Provide support for students who are struggling emotionally
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	5

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - With between 11% and 17% of our students reading below grade level as measured by the Georgia Milestones Assessment, we need a clear focus on literacy. This is our second year of this goal, and we made progress in two of our three grade levels.

Root Cause # 1

Root Causes to be Addressed	Effective T1 strategies, reassessment, focused time spent on data analysis
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Overarching Need - Our comprehensive needs assessment has shown that data analysis of common formative and summative assessments is a weakness. Additionally, the results on the Georgia Milestones Assessment has shown that we need a stronger emphasis on analyzing data, PLC implementation, and a clear, consistent focus on the instructional framework. We have completed our second year of this goal, and there is certainly improvement. Our school results on district wide benchmark exams in science and social studies are increasing in all grade levels.

Root Cause # 1

Root Causes to be Addressed	Teachers are continuing to focus on effective PLC work. In addition, we made some strategic moves in personnel placement and in hiring to make sure key people were in areas of greatest need.
This is a root cause and not a contributing cause or symptom	Yes

Root Cause # 1

This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Overarching Need - With the increased emphasis at the district level on Benchmark Assessments, teachers and administrators need an increased focus on using data from common formative and summative assessments. We have completed our second year of this goal, and there is certainly improvement. Our school results on district wide benchmark exams in science and social studies are increasing in all grade levels.

Root Cause # 1

Root Causes to be Addressed	Lack of focus on implementation of the instructional framework, Lack of focus on effective PLC's with data analysis; lack of coherent, focused training in Achievement level descriptors, thorough understanding of the standards
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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Overarching Need - Provide support for students who are struggling emotionally

Root Cause # 1

Root Cause # 1

Root Causes to be Addressed	Mental illness as a result of the pandemic
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	
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School Improvement Plan 2024 - 2025



Fayette County
Whitewater Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Fayette County
School Name	Whitewater Middle School
Team Lead	Brian Butera
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	With between 11% and 17% of our students reading below grade level as measured by the Georgia Milestones Assessment, we need a clear focus on literacy. This is our second year of this goal, and we made progress in two of our three grade levels.
Root Cause # 1	Effective T1 strategies, reassessment, focused time spent on data analysis
Goal	Increase the number of students performing at grade level or above in reading lexile proficiency

Action Step # 1

Action Step	Implement Accelerated Reader quarterly grade level recognition to motivate students to read with rewards/incentives/recognition.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Data collection; walkthrough data
Method for Monitoring Effectiveness	Increased academic achievement
Position/Role Responsible	Teachers/School Administration
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Direct instruction in the curriculum/content about literacy standards and practicing reading skills (minimum once per week) Cold reading/ Close reading a text for understanding/purpose (Reader Response) (Word problems in math) Summarize Identify main idea, theme/central idea; annotation Identify and apply key vocabulary
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Data Collection, walk through data
Method for Monitoring Effectiveness	Increased academic achievement
Position/Role Responsible	Teachers/School Administration
Timeline for Implementation	Monthly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Utilize AI to adjust the Lexile Level of reading passages to differentiate learning (keeping in mind that we build student capacity to tackle grade level text)
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Data collection; walk through data
Method for Monitoring Effectiveness	Increased academic achievement
Position/Role Responsible	Teachers/School Administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Our comprehensive needs assessment has shown that data analysis of common formative and summative assessments is a weakness. Additionally, the results on the Georgia Milestones Assessment has shown that we need a stronger emphasis on analyzing data, PLC implementation, and a clear, consistent focus on the instructional framework. We have completed our second year of this goal, and there is certainly improvement. Our school results on district wide benchmark exams in science and social studies are increasing in all grade levels.
Root Cause # 1	Teachers are continuing to focus on effective PLC work. In addition, we made some strategic moves in personnel placement and in hiring to make sure key people were in areas of greatest need.
Goal	<p>Increase achievement for all students as measured by:</p> <p>The percentage of students for each Milestones exam who earn a proficient (3) or distinguished (4) rating,</p> <p>Each DSC assessment standards analysis compared to the previous PLC data.</p> <p>An increase in percent growth of student screener data in math and ELA reading comprehension.</p>

Action Step # 1

Action Step	Core content teachers will collaborate through PLC (professional learning communities) to discuss the progress of student achievement and growth when looking at common assessments, DSC assessments, Reading Plus, and STAR math.
Funding Sources	Consolidated Funding
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p> <p>N/A</p>
Systems	<p>Coherent Instruction</p> <p>Effective Leadership</p> <p>Professional Capacity</p> <p>Supportive Learning Environment</p>
Method for Monitoring Implementation	Data collection

Action Step # 1

Method for Monitoring Effectiveness	Increased academic achievement
Position/Role Responsible	Administration/Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	None
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Action Step # 2

Action Step	Utilize Instructional Focus time to provide targeted instruction for students.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	data collection; walk through data
Method for Monitoring Effectiveness	Increased academic achievement
Position/Role Responsible	Teachers/School administration
Timeline for Implementation	Monthly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Each department will teach vocabulary in context and create DOK 2 and 3 level questions aligned to the rigor of the standards
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	data collection; walk through data
Method for Monitoring Effectiveness	Increased academic achievement
Position/Role Responsible	Teachers/School administration
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Implement one common lab per nine weeks in science with questions appearing on common unit school based assessment. Utilize assessment blueprints to create common formative or summative assessments (depending on subject) focusing on balancing DOK questions with the rigor and the wording of the standards.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	data collection; walk through data
Method for Monitoring Effectiveness	Increased academic achievement
Position/Role Responsible	Teachers/School administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	With the increased emphasis at the district level on Benchmark Assessments, teachers and administrators need an increased focus on using data from common formative and summative assessments. We have completed our second year of this goal, and there is certainly improvement. Our school results on district wide benchmark exams in science and social studies are increasing in all grade levels.
Root Cause # 1	Lack of focus on implementation of the instructional framework, Lack of focus on effective PLC's with data analysis; lack of coherent, focused training in Achievement level descriptors, thorough understanding of the standards
Goal	We will have 100% of our teachers using unit common assessments in the classroom. Additionally, we will continue our focus on PLC work to further improve decision making with relations to student mastery.

Action Step # 1

Action Step	Develop common formative and summative assessments at the school level for all content areas.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Number of common assessments
Method for Monitoring Effectiveness	Increased academic achievement
Position/Role Responsible	Teachers/School Administrators
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Provide support for students who are struggling emotionally
Root Cause # 1	Mental illness as a result of the pandemic
Goal	Maintain a positive school climate and culture by focusing on supporting students, staff, and families.

Action Step # 1

Action Step	<ol style="list-style-type: none"> 1. Build community by incorporating PBIS and team building. 2. Recognize students by increasing positive communication home (refrigerator notes, postcards, digital recognition, etc.) 3. Increase club offerings. 4. Continue PBIS matrix, schoolwide discipline plan, redelivery of consistent behavioral expectations. 5. Continue Town Hall Meetings at lunch to communicate behavioral expectations and recognize students for various achievements. 6. Implement Chatter and Chow for staff.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	survey data
Method for Monitoring Effectiveness	increase in district/school survey results
Position/Role Responsible	Teachers/School Administration
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Subject Area departments meet once a month, grade level departments meet once a week with input from the county coordinator. Teachers collaborate and plan on a weekly basis and create consistent assessments. Using these assessments and the day to day knowledge and mastery of their students, they pace the next units of study. We have one parent that was chosen to serve on the Superintendent's Round table committee that meets regularly to discuss county-wide concerns and to offer input specifically related to Whitewater Middle. We have a parent representative that is part of our Positive Behavior Intervention team. Our Parent volunteers are a great asset to our operation of the front office and the media center. Our PTO is very active, meeting once a month . All Parents and staff are free to join us to provide insight into the accomplishments and needs of Whitewater Middle. Our school Council meet quarterly, comprised of elected parents and teachers and selected community partners. Our Partners in Education also support our operation and vision for Whitewater Middle School.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>We are not a Title I School, but we openly discuss the equity practices and identification of all students, specifically those in a lower socioeconomic need. 99% of our teachers are highly qualified in their field according to the GAPSC.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>We are not a Title I School</p>

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

Not Applicable

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Not Applicable
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Our Guidance Counselors teach classroom guidance classes including the career surveys to enlighten the students in areas of potential careers for their future. The counselors and administrators from Whitewater High School come over and orient the students in the opportunities that are available at the high school. A student assembly and tour of the high school is conducted in the spring. The high school also provides a parent night prior to registering for classes.
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	<p>Our Positive Behavior Intervention program promotes the positive climate and acknowledgement of appropriate behaviors, teaching students how to behave and the expected behaviors in every setting. We reward students on team and provide ongoing celebrations for team building and relationship bonding with the entire staff and students.</p> <p>Secondly, we analyze all data once a month in our PBIS meetings. We are able to use data from IC to breakdown the information by grade level, gender, occasion, and time of day. We are constantly seeking collaboration and communication of our large group to brainstorm and to implement a plan to prevent the behavior before it occurs. Our discipline incidents, prior to the Pandemic break were significantly lower.</p> <p>We also collaborate on our discipline decisions. We always strive to be very consistent with our consequences. We use credit recovery practices if a student is removed from the class and our teachers tutor as necessary students during their planning time that are in ISS as needed.</p> <p>Moreover, we are starting our second year of a school wide discipline approach. Our discipline referrals increased last year, but we anticipate that these will decrease with the increased focused on</p>

	teaching and learning of expectations.
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ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	We have always been highly focused on the Social Emotional Learning aspect of education. The school climate is critically import to put the positive environment in place for students to feel safe, valued, and be part of the "team". More than ever this year starting, we must highly focus on this aspect of education and human worth!
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Parent Responses by School:

Whitewater Middle

Responses: 107

Score: 3.54

Question	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	No Response/NA	Sparkline	Score
The school sets high expectations for student achievement.	69.16%	26.17%	3.74%	0.00%	0.93%		3.66
The school wants my student to succeed.	68.22%	26.17%	2.80%	1.87%	0.93%		3.62
I am aware of what my student is learning at school.	58.88%	35.51%	4.67%	0.00%	0.93%		3.55
The school effectively challenges my student.	60.75%	32.71%	3.74%	1.87%	0.93%		3.54
The school provides appropriate resources to support learning.	63.55%	28.04%	5.61%	1.87%	0.93%		3.55
Teachers regularly provide updates of my student's academic progress.	62.62%	28.97%	3.74%	3.74%	0.93%		3.52
Teachers provide helpful feedback on my student's schoolwork.	39.25%	39.25%	14.02%	6.54%	0.93%		3.12
The school/teacher provides extra support to my student when needed.	50.47%	34.58%	8.41%	4.67%	1.87%		3.33
I know how to request assistance if my student needs additional support.	64.49%	25.23%	7.48%	1.87%	0.93%		3.54
The school develops my student's critical thinking skills.	49.53%	39.25%	6.54%	3.74%	0.93%		3.36
The school is preparing my student for the next level of schooling (middle school or high school) or for college/career.	60.75%	35.51%	1.87%	1.87%	0.00%		3.55
The school develops my student's written and oral communication skills.	57.94%	28.97%	9.35%	2.80%	0.93%		3.43
Adults at the school respect my student.	59.81%	30.84%	7.48%	0.93%	0.93%		3.51
My student feels cared for at school.	57.94%	32.71%	6.54%	1.87%	0.93%		3.48
The school sets an expectation of respect by all.	57.94%	32.71%	5.61%	2.80%	0.93%		3.47
The school offers a variety of opportunities for my student to interact with other students beyond the classroom.	51.40%	37.38%	8.41%	1.87%	0.93%		3.40
Adults at the school consistently enforce school rules.	66.36%	26.17%	4.67%	1.87%	0.93%		3.58
My student understands the school rules.	85.05%	13.08%	1.87%	0.00%	0.00%		3.83
The school effectively communicates with me.	59.81%	29.91%	5.61%	3.74%	0.93%		3.47
The school responds to my questions or concerns.	61.68%	32.71%	2.80%	1.87%	0.93%		3.56
The school provides me with resources to support my student's educational needs.	53.27%	34.58%	6.54%	4.67%	0.93%		3.38
The school makes me feel welcome.	71.96%	18.69%	4.67%	3.74%	0.93%		3.60
The school makes it easy for me to attend meetings.	66.36%	23.36%	5.61%	3.74%	0.93%		3.54
Administrators at the school have built a culture that supports student learning.	64.49%	29.91%	1.87%	2.80%	0.93%		3.58
Administrators at the school are visible at school activities.	70.09%	26.17%	2.80%	0.00%	0.93%		3.68
Administrators at my school seek to understand my concerns.	58.88%	29.91%	5.61%	4.67%	0.93%		3.44

Parent Responses by School:

Whitewater Middle

Responses: 107

Score: 3.54

Question	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	No Response/NA	Sparkline	Score
My student is proud to attend the school.	68.22%	25.23%	3.74%	1.87%	0.93%		3.61
My student feels like he/she belongs at school.	67.29%	21.50%	8.41%	1.87%	0.93%		3.56
My student feels safe at school.	67.29%	24.30%	7.48%	0.00%	0.93%		3.60
My student feels safe riding the bus to and from school.	69.16%	13.08%	4.67%	0.00%	13.08%		3.74
My student's school is clean and well-maintained.	74.77%	23.36%	0.93%	0.00%	0.93%		3.75
I would recommend Fayette County Public Schools to my family and friends.	74.77%	21.50%	2.80%	0.93%	0.00%		3.70

At least once a d Several times a we Once a week (Una ve: About once a montl Rarely (Casi nunca) No Response

I check my student's academic progress.	38.32%	41.12%	17.76%	2.80%	0.00%	0.00%
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	Yes/sí	No	No Response
A member of my immediate family is an employee of the Fayette County School System.	14.95%	85.05%	0.00%

Additional Comments

Fantastic school, teachers and Principal. We are very happy!! Our child loves school there and is getting an amazing education in the gifted accelerated program.

Homework takes up too much family time

I also have a daughter attending Whitewater High school.

I believe there is a serious culture of racism and bias within the Whitewater Middle, Whitewater high-school pocket. The county is becoming more diverse yet the teachers and administrators are not. I believe minority students are singled out. Especially the male students. The negative culture includes students and should be addressed as a whole not avoided or dealt with on a case by case basis.

LGBTQ+ students do not feel safe at this school. It is too common for slurs to be directed towards these students and there is not a safe culture even cultivated for these students at this school.

My student has taken the blame and punishment for things he hasn't done a few times simply because the teacher or authoritative adult was accusing him. While minor, when an adult is speaking to a child it's important to find out the truth vs just accuse. It's very unfortunate because it's creating distrust in my student towards teachers/adults who he wants to lean on to guide him.

Safety is about more than being visible! Engage the kiddos, all of them so the knowledge gap decreases between top and bottom of class

School has a lot of resources for students that do not have special needs. Sometimes I feel like the school does not provide enough remedial support for children with learning disabilities. It's not that they don't try, but a lot of the supports seem like bandaids & ways to accommodate the problem instead of intensively remediating the problem- but this may be a problem at all public schools. My child loves the school though!

Thank you for being a wonderful & safe place as my son transferred mid-year! He says that WMS is his favorite school! We've attended top-notch schools in the past, but he says Whitewater Middle is home. Additionally, he is happy socially & is academically challenged with the curriculum, which is the perfect balance of a good quality of life while still trekking ahead.

I'm super excited & thankful that his transfer was smooth & that he's having an enriching learning experience while thriving socially. Thank you to WMS for your positive onboarding experience.

The school is always too cold. Saying it's to keep the kids awake needs to change

Parent Responses by School:Whitewater Middle**Responses:** 107**Score:** 3.54

Question	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	No Response/NA	Sparkline	Score
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The should system be more educated and exercise better patience and understanding for ADHD children. Every child learns differently and the expectation that every child acts and performs the same is not a fair approach.

There are a lot of this going on at the school that the teachers are disregarding when it comes to bullying, language, and misconduct

This is my second child to go through WMS and I'm seeing the same unacceptable

Teacher actions I did the first time. I do not like WMS because of this. Every year there have been a handful of teachers that act like they are only there for the paycheck and do not care about the students at all. There are also a handful of teachers there that are great and are appreciated to be fair. Communication about my child this year (6th grade) has been poor and caused my child to receive a C in one class when we thought, after viewing IC closely, she had a B. She has rarely made less than A's in the past. The fact that we thought she made a B in the class and got a C on the report card, with no communication from the teacher on this is beyond ridiculous. As a former high school teacher I expect more than the bare minimum effort from my children's teachers. It only seems to be with WMS. Peeples Elementary was wonderful. WHS is wonderful so far. I tell my friends who are looking into middle school to stay away from WMS, and am thinking of other options myself. There was another incident of bullying with one of my child's friends. The parent told me she had a meeting with an administrator about it and the admin was to take care of it and report to the teachers, etc. After another week or two of no change, the parent called a meeting with the student's teachers who all said they had no idea it was going on. So the administrator had done nothing and never even told the teachers to be watching. Ridiculous. I could go on but I won't. I hope other parents voice their true concerns here.

WMS is an amazing school. The staff support my student with special needs, and they communicate on a consistent basis. The few times I have had concerns, the administrators have been very willing to listen and provide assistance or advice. We appreciate the strong stance on discipline. We are very happy at WMS, and we look forward to moving to WHS next year.