School Improvement Plan
2023 - 2024

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 (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	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 8% and 26%% 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	We will increase increase the number of students scoring at a proficient or distinguished level as measured by the Georgia Milestone Assessment by at least 5% in each grade level. Additionally, our goal is to have 90% of students at each grade level reading on grade level, as measured by the Lexile level on the Georgia Milestone Assessment.

Action Step # 1

Action Step	Instruct all teachers on best practices in integrating reading into the content area
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)?	

Action Step # 2

Action Step	Support teachers with the tools necessary to implement the instructional framework.
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)?	

Action Step # 3

Action Step	Train teachers on best practices for effective collaboration.
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)?	

Action Step # 4

Action Step	Train teachers in implementing PLC's with fidelity
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	With between 26% and 46% of our students scoring in the beginning/developing range as measured by the Georgia Milestones Assessment, we need a clear focus on mathematics instruction, particularly in Grade 6. This is the second year of this goal, and we are making progress, particularly in 6th grade.
Root Cause # 1	Effective T1 strategies, reassessment, focused time spent on data analysis
Goal	We will increase the percentage of students scoring at a proficient or distinguished learner as measured by the Georgia Milestone Assessment by at least 5% in each grade level.

Action Step # 1

Action Step	Through support from the county mathematics department, teachers will engage in weekly planning sessions to support learning by effectivly using the county scope and sequence, the standards, reassessment strategies, etc.
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	Walkthrough, data collection, formative and summative assessment data
Method for Monitoring Effectiveness	Increased academic achievement
Position/Role Responsible	Teachers/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)?	

Action Step # 2

Action Step	Support teachers with the tools necessary to implement the instructional framework
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)?	

Action Step # 3

Action Step	Train teachers on best practices for effective collaboration
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	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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

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 analyziing 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 have started to really 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	We will have 100% implementation in the use of the Instructional Framework to include implementation of the opening, transition to the work session, the work session, and the closing with fidelity. Through training on the Instructional Framework, we will imbed the need for effective T1 instructional practices, data analysis of common formative and summative assessments, using the standards and achievement level descriptors, and the importance of effective, engaging lessons.

Action Step # 1

Action Step	Support teachers with the tools necessary to implement the instructional framework
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
Method for Monitoring Effectiveness	Increased academic achievement
Position/Role Responsible	Administration/Teachers

Action Step # 1

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

Action Step # 2

Action Step	Train teachers on best practices for effective collaboration.
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)? | |

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.5 Overarching Need # 5

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	Improve school climate and student connectedness.

Action Step # 1

Action Step	Provide students with a safe, supportive learning environment.
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

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)?	

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)?	

3. REQUIRED QUESTIONS

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

Required Questions

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).	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.

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.	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.

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).	We are not a Title I School

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; andIncreased 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.	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. 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. 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. 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 teaching and learning of expectations.

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!