



# **Accreditation Report**

**Warner Robins Middle School**

**Houston County Schools**

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Warner Robins, GA 31088-5398

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information.....	8

## **Self Assessment**

Introduction.....	10
Standard 1: Purpose and Direction.....	11
Standard 2: Governance and Leadership.....	14
Standard 3: Teaching and Assessing for Learning.....	17
Standard 4: Resources and Support Systems.....	23
Standard 5: Using Results for Continuous Improvement.....	27
Report Summary.....	31

## **Stakeholder Feedback Diagnostic**

Introduction.....	33
Stakeholder Feedback Data.....	34
Evaluative Criteria and Rubrics.....	35

Areas of Notable Achievement..... 36

Areas in Need of Improvement..... 37

Report Summary..... 38

**Student Performance Diagnostic**

Introduction..... 40

Student Performance Data..... 41

Evaluative Criteria and Rubrics..... 42

Areas of Notable Achievement..... 43

Areas in Need of Improvement..... 45

Report Summary..... 47

**AdvancED Assurances**

Introduction..... 49

AdvancED Assurances..... 50

# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Welcome to Warrior Country, where "Every day is a Great Day". We are excited about the opportunity to showcase our school and look forward to working with you.

Warner Robins Middle School experienced change this past year. I was selected as the fifth principal on July 1, 2012. Additional changes and hires include new certified and classified employees.

Presently, we are in the implementation phase of local SPLOST initiatives. The passing of this local bill provides accessible technology for teacher and student success. We are proud to have every classroom equipped with technological tools for learning. Our faculty participates in professional learning courses to stay abreast of and enhance their abilities to provide quality instruction while implementing and using these tools.

### School History:

Warner Robins Middle School is located at 425 Mary Lane in Warner Robins, Georgia in the Shirley Hills neighborhood. The school land was purchased in 1967, constructed in 1970, and opened its doors to teachers and students on August 31, 1970. Originally named Warner Robins Junior High, the school served seventh, eighth, and ninth grade students. In 1991, the school adopted the middle school concept and was renamed Warner Robins Middle. It was named after the city's namesake, Brigadier General A. Warner Robins. In 2004, the school underwent a major renovation on all buildings including the addition of a new wing.

### Demographic Data:

Currently, the total enrollment is 784 students. The racial make-up of the school is 41 percent white, 38 percent black, 12 percent Hispanic, 2 percent Asian, and 6 percent multi-racial. The special education sub-population is 93 or 12 percent. The disability distribution includes 45 students with specific learning disabilities, 10 students with mild intellectual disabilities, 7 students with emotional behavior disorder, 7 students that receive speechservices, 17 students with other health impairments, 1 student with orthopedic impairments, 5 students served for Autism, and 1 hearing impaired. The gifted sub-population is 131 or 17 percent. The English Language Learners or ELL sub-population has 32 students or 4 percent of the total population. The percentage of WRMS students who qualify for free and reduced lunches has shown a gradual increase from 2002 to 2013. In 2002, 35 percent of the school population was eligible for free and reduced lunches. As of today, 67 percent of our students qualify for free or reduced lunch.

According to our enrollment and data, we are receiving a greater number of at-risk students each year. Ensuring success for our students is becoming more difficult; however, we are committed to student achievement.

### Highly Qualified Professional Staff:

Warner Robins Middle School has a certified staff of 65, consisting of 3 administrators, 2 counselors, 57 teachers, and 3 specialty area support persons. The faculty is 70 percent female and 30 percent male with an ethnic ratio of 52 percent Caucasian, 46 percent African American and 2 percent other. The Houston County School District prides itself in promoting teachers to earn advanced level certification and degrees. We are equally proud as a school that a large portion of our faculty holds master, educational specialist, or doctorate degrees.

## Accreditation Report

Warner Robins Middle School

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In addition to our majority general education population of faculty, we have specialized learning departments. These departments consist of Special Education, Connections, and Honors. The Connection teachers instruct Band, PE, Art, Technology, Family and Consumer Science, Computers, Careers, Agriculture, Health, Reading and Math. The honors department has 6 teachers, two of whom instruct Honors Math. The ESOL program has one teacher serving a total of 32 students, multiple grade levels.

A warm feature of our school is the cohesive community we serve. All of our parents, students, and stakeholders work collaboratively for success. Consistently, parents and stakeholders are in our school and classrooms offering assistance and observations. A challenge for us is the ability to serve all at one time in one setting.

There is no place like "Warrior Country". We are concerned about the development and well-being of every child. Despite our obstacles and challenges, we are committed to become the premier school of teaching and learning.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

In the spring of 2012, Warner Robins Middle School conducted an internal needs assessment to evaluate current practices and plan for future growth. From this assessment, it was decided that we would revise our mission, vision, and beliefs. The process of making this change involved district level personnel, Better Seeking Team Members, teachers, students, school council members, and classified employees.

It is the vision of Warner Robins Middle School to become a premier school of teaching and learning. Our mission is to produce high-achieving students. This mission currently aligns and supports our district's mission and vision. It is our goal to demonstrate the mission and vision of our school through our daily practice, teaching and learning.

### Organization for Instruction:

We are committed to high levels of student learning. Each minute of the day is considered sacred and instructional. The instructional time for academic success is comprised of 395 minutes. Each academic content area, math, language arts, science, and social studies, operates 65 minutes per day. Our extended learning time or ELT is comprised of 45 minutes each day and one 90-minute connection class such as band, physical education, and agriculture. Special education services are provided through a variety of options such as collaboration, consultative, and resource classrooms. Gifted students are served in the content areas of language arts, math, science, and social studies with instruction provided by our honors teachers. Our goal is to provide students with a broad range of educational opportunities. In addition to the 65 minutes per day per academic subject, WRMS hosts academic opportunity for all students. We believe and take pride in the success of all students.

### Academic Opportunity:

Academic opportunity provides students multiple chances for learning. This time is built within the school day. Students may attend academic opportunity for remediation, completion of assignments, and tutoring. Academic opportunity has proven to be personable and very effective for performance and timeliness.

### Afternoon Opportunity:

To maximize student achievement, we have implemented Afternoon Opportunity. This time provides students an opportunity to redo or make-up assessments outside of instructional time. Students are allowed to redo or make-up assessments (1) day per week, afterschool, in order to master the standard. This second chance allows teachers, parents, and students to work collaboratively for student achievement.

Student learning is our priority. With the implementation of academic opportunity and instructional focused notebooks for administrators and teachers, we will enhance our performance as a whole. Teachers, parents and students are expected to work collaboratively to ensure student achievement.

We believe that it is important for students to achieve excellence in all facets of life. To nurture and support this belief, we have implemented mentoring programs for both male and female students.

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### WRMS Mentoring Program:



## Accreditation Report

Warner Robins Middle School

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WRMS has a mentoring program for at-risk boys entitled "Man-to-Man." As the name suggests, the group consists of males, specifically eighth grade students.

As a male group, it was believed that the leader should be male. Since both counselors are female, the talents of Mr. Ernest Harvey, Mentor Coordinator, were enlisted. He enthusiastically accepted the challenge.

Eighth grade boys with a high number of discipline violations were selected by the administrators to participate in this group. Behaviors were based on repeated office referrals and overall actions that were not conducive to the learning environment. Parental permission was required and the boys became members at the parents' discretion.

The purpose of this small group of 12-15 boys is to teach life skills such as goal setting, respect for others, etiquette and manners, determination, conflict resolution, and other interpersonal skills. Mr. Harvey willingly shares his own personal success and works diligently in inviting community speakers from whom the boys might learn. To end the year, a banquet is held inviting group members, parents, teachers, and past guests. Each member receives an award and a fond farewell to a great high school beginning. Mr. Harvey has also started a boys' mentoring group for selected 6th and 7th grade students.

The counselors, Mrs. Karen Smith and Mrs. Dotheria Ford, also have groups for selected young ladies. Mrs. Smith conducts Step Up for the 6th grade, and Mrs. Ford conducts Girl Talk for the 7th grade. Mrs. Dantes and Ms. Crawford also lead a group of selected 8th grade young ladies to promote productivity, responsibility, and character. The curriculum is designed to encourage young girls to develop self-discipline and life skills, improve self-image, learn respect, maintain good grades, and improve social skills.

As we endeavor to better serve students, it is also our belief that we must provide teachers with professional learning opportunities Professional Learning.

As we initiate implementation of standards-based instruction in every classroom, Title I funds are utilized to provide professional learning to teachers to increase their abilities to perform the components of the system walkthrough.

The Better Seeking Team feels it is imperative as we continue an ever-evolving world of education to stay abreast of the best teaching practices and work as a professional learning community. As a result, Warner Robins Middle has a fully functioning Better Seeking Team. The team is composed of administrators and teachers who represent all grades, subjects, and departments. In the establishment of the group, our principal adopted the belief of Dufour, Eaker and Many 2000, realizing the importance of working with those who are committed to move forth despite the objections of others. Under the leadership of our principal, we discuss school needs, incorporate book studies, and learn of research based programs and strategies to generate instructional plans. The group then shares with the entire faculty for feedback which initiates change.

Becoming a premier school for teaching and learning is our vision. We strive daily to model this by way of teaching and learning. The aforementioned is only a snap shot of our practice. We, in everything we do to meet our vision and mission, recognize and act on the needs of our students.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

For the past eight years, Warner Robins Middle School has been noted for its strength in the academic arena. We have been successful in meeting and exceeding the standards for state and system requirements. Recent achievements include seven consecutive years named as a Title I Distinguished School. We were also named a Georgia Breakout School by the Georgia Association of Secondary School Principals. Our classified staff has contributed to a perfect score for the past six years for food and nutrition. For the past two years, WRMS has been recognized as a high performing school in the area of Math and for serving our at-risk population.

For the next three years, WRMS faculty and staff would like to move from "Good to Great". In order to make this a successful transition, our school will focus on performance in all subjects, the implementation of balanced literacy, and Common Core Georgia Performance Standards or CCGPS.

To ensure standards-based instruction in every classroom, WRMS implemented a school wide professional learning community to read, share, and adopt best practices from the book "Pathways to Common Core." This book is discussed monthly in our Better Seeking Team Meetings and Academic Departmental Meetings. We feel that it is necessary for all to have a clear understanding of CCGPS guidelines and implementation. This will enable teachers to act as effective facilitators and students as sponges or learners.

Another goal of WRMS is to create a school of readers and writers. The faculty and staff is committed to encouraging and modeling best practices in reading and writing. In addition to classroom learning and assignments, additional reading and writing is welcomed outside of school. All certified and classified employees have taken part in this initiative to make it a reality.

Understanding and implementing CCGPS and the implementation of reading and writing in all classes promotes success. We encourage rituals and routines to help foster learning and a positive behavior. Working collaboratively to produce high achieving students is our goal.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Warner Robins Middle is a great place for teaching and learning. Our teachers provide continuity and consistency in all areas. It is our vision to be a model school for best practices. Keeping this vision priority has enabled us to perform at or above the standard.

Our progressive discipline program serves to facilitate learning and promote a safe environment. We expect students to exhibit good citizenship, strive for academic excellence, and conduct themselves in a respectful manner at all times. High expectations for teachers, administrators, and staff provide consistency, fairness, and encouragement. Our mission is to produce high-achieving students.

We have adopted a research-based student accountability procedure. This procedure promotes academic achievement that focuses on mastery of the Common Core Georgia Performance Standards. It provides daily accountability of students' academics to include class work, homework, assessments, and behavior as it relates to school procedures. Students receive an Excellence without Excuses Log each nine weeks. This is an academically rewarding procedure used to daily monitor student performance and achievement. Teachers, parents, and students are expected to use and check the agenda daily to ensure student success.

The foundation of teaching and learning and strive for excellence is embedded in the Warrior Family. We take pride in providing every child every opportunity to be successful. Keeping the tradition of excellence is our goal and we look forward to the challenge.

# Self Assessment

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 3

# Accreditation Report

Warner Robins Middle School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

## Standard 1

The process for which Warner Robins Middle School ensures a clear communication for student success is evident throughout the year. Warner Robins Middle begins each school year with a faculty meeting which focuses upon sharing and reviewing the school's Vision and Mission Statement. This is a living document which is modified as needed based upon parent and student input from the Needs Improvement Survey, which is taken at the end of each school year. The survey results give guidance to the school as a whole for opportunities to enhance communication among all stakeholders. The evidence of the input is found within each teacher's classroom, the school's website, quarterly newsletters, annual reports, and the student handbook. Additionally, faculty meetings are held throughout the school year to ensure the school's vision for student success is met with vigor and fidelity.

Also instrumental to maintaining clear avenues for student success are Warner Robins Middle School's weekly subject area meetings or SAMS. It is within these subject specific area meetings teachers discuss the most current curriculum and work to strategically plan lessons which will meet or exceed the needs of all the student stakeholders. These meetings also offer time to review cutting edge teaching practices and the review of the most current literature pertaining to specific fields of study. Also aiding in the commitment to high expectations for the students is the ability during SAMS to review our students' data and forge classrooms where teachers and learners share clear purpose, direction, and goals, both for themselves individually and collectively as a school community. [Indicator 1.1]

An abundance of strategies are implemented to ensure Warner Robins Middle is a culture which supports optimal educational programs designed to produce students who are deep thinkers, voracious learners, and committed citizens. The strategies are spearheaded by a faculty who is committed to upholding the highest expectations for its professional practices. Evidence can be found in the syllabi from all subject areas, the student handbook, and in the student agendas. Additionally, the minutes from our weekly subject area meetings (SAMS) and from our Vertical Team Meetings reflect deep commitment to every child's success.

## Accreditation Report

Warner Robins Middle School

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There are numerous programs which Warner Robins Middle has in place for the students that provide challenging and equitable learning experiences for all. Unique to Warner Robins Middle School is a daily forty-five minute class we refer to fondly as "Tribe Time." During Tribe Time our pupils are able to have educational experiences in a variety of subject areas that exceed the normal classroom parameters. We offer such classes as Robotics, Elite Readers and Writers, Jazz Band, Agriculture, Art, and Family and Consumer Science. Inside these interest driven classes pupils are able to delve deeply into their high interest areas and take their own education to a higher plane.

Another facet of Tribe Time is the ability we have as educators to draw together groups of learners who may need educational support in a particular area. The teachers who teach these need driven classes are referred to as our Curriculum Intervention Specialists. Students who participate in these classes are given individualized instruction so that they may meet the high expectations of a Warner Robins Middle pupil. It is important to note that once a learner has met his educational goals in a Tribe Time class he may rotate to another. Tribe Time is an ever revolving educational experience which truly adjusts to each learner's specific needs and desires.

Creating solid contributing citizens is another focus during our Tribe time minutes. In an effort to reach out to our special needs pupils our school has implemented the much loved Coffee Drop Café. It is a coffee bar which teaches our most special students a myriad of life skills which will help them not only attain confidence as a pupil, but will help mold them into productive citizens as they enter into adulthood. An extra benefit with the addition of this class has been the relationships which have been established. This relationship between both the teachers and the students and the ones established with their peers has proved invaluable to a positive and successful school atmosphere. [Indicator1.2]

The leadership of Warner Robins Middle School provides a multitude of outlets for the continual improvement of conditions which in turn supports our student achievement. Survey results from all stakeholders are used to achieve great success for our students. The agendas and minutes from both our School Council Meetings and Better Seeking Team meetings portray a clear desire for improving all conditions related to student learning as well. Reviewing test scores, attending board and vertical team meetings, and planning subject specific parent nights provides further evidence that our school strives to support clear direction and true student learning for all.

With much enthusiasm we have instituted a new computer program this year which is called Infinite Campus. This program allows for teachers to access comprehensive student data. Attendance, test scores, schedules and progress reports are available with the click of a mouse. This program has become an invaluable educational tool with which Warner Robins Middle is able to ensure the best quality interventions and strategies for all stakeholders. [Indicator 1.3]



## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•School handbooks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Assurances, certifications</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

# Accreditation Report

Warner Robins Middle School

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"><li>•Examples of collaboration and shared leadership</li><li>•Survey results</li><li>•Examples of decisions aligned with the school's statement of purpose</li><li>•Examples of decisions in support of the school's continuous improvement plan</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"><li>•Minutes from meetings with stakeholders</li><li>•Copies of surveys or screen shots from online surveys</li><li>•Survey responses</li><li>•Communication plan</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

## Standard 2

Warner Robins Middle School abides by and ensures the effective administration of the policies developed by the Houston County Board of Education. Various avenues such as monthly board meetings, faculty meetings, HCBOE and school handbooks, principal notes, and a regularly updated website help in fostering an understanding among all stakeholders within in the school. All staff and administration are provided with a copy of the professional learning handbook and professional learning hours are embedded into the school calendar in order

to ensure professional growth. (Indicator 2.1)

The governing body ensures a responsible and effective operation by following a strict code of ethics that defines ethical conduct, prevents conflict of interest, and ensures ethical performance. The system, school, and teacher handbook communicate roles, responsibilities, and expectations to all stakeholders. Regular administrative team meetings keep principals up to date with any changes in practices, policies, or procedures. Better Seeking Team, faculty, and grade level meetings make certain that faculty and staff are well-informed and involved in the operation of the school. The Parent Action Team provides an opportunity for students and parents to communicate with leadership. Audit records indicate the school's responsible and effective financial operations. (Indicator 2.2)

The leadership has the ability to make autonomous decisions based on the unique academic and social issues of WRMS, as long as they are aligned with all Houston County Board of Education policies and all state and federal guidelines. These decisions include but are not limited to discipline issues, enrichment classes, remediation classes, academic intervention strategies, and social issues that affect middle school students. The leadership has funding flexibility to meet these unique needs. The discipline program involves levels of Break Detention and Afterschool Detention. Academic Opportunity (AO) during lunch offers students a chance to make up assignments. Our school implements "Tribe Time" which provides classes for enrichment and remediation each day. Our school implements common planning through departmental meetings, subject area meetings (SAMS), and county-wide vertical team meetings. Intervention strategies are used according to the RTI pyramid. "Man-to-Man" and "Girl Talk" mentoring classes focus on addressing social issues and providing role models for at-risk students while afterschool programs target other needs. Many of these programs are unique to WRMS and our student population as the leadership sees fit. (Indicator 2.3)

Leadership and staff foster a high-achieving environment by communicating high expectations, providing opportunities for collaboration, and recognizing effort that contributes to high morale of teachers and student success. Our mission of producing high-achieving students is evidenced within our culture through the implementation of several learning opportunities such as response-to-intervention or RTI, academic opportunity or AO, and after-school programs. Staff members may collaborate as time is allotted through subject-area meetings or SAMS, release days, departmental meetings as well as professional learning opportunities. Teacher of the Month incentives, awards nights, pep rallies and AO Celebrations all help to foster a sense of pride and community within the school's culture. The posting of the mission and belief statement in each classroom publicizes the common goal of student-achievement as a unifying force. (Indicator 2.4)

Leadership engages stakeholders in support of the school's purpose and direction through various avenues. A Parent-Involvement Coordinator is the liaison between parent and school. Numerous parent nights provide positive stakeholder participation. The development of the Parent Action Team opens doors for communication. Newsletter, surveys, social media, school website, report cards, Infinite Campus, and emails are all examples of how leadership remains proactive in its efforts to incorporate stakeholders in the school's mission. (Indicator 2.5)

Warner Robins Middle School's vision is to become a premier school of learning where students will be challenged daily to reach their highest potential. Professional leadership, staff supervision and evaluation processes are means to accomplish this vision. Teachers are regularly supervised and evaluated by administrative Walk-Throughs, Georgia Teacher Evaluation Instrument or GTOI and Peer Observations. In addition, WRMS is piloting the Teacher Keys Effectiveness System. The purposes of these evaluation tools are to reinforce effective practice, improve teaching, observe and evaluate students' engagement during a lesson, and measure the rigor in each. Immediate feedback is given to help the teachers give the students the best instruction possible. Professional learning training is encouraged at Warner Robins Middle School to continue to ensure that we produce the highest achieving students in the country. (Indicator 2.6)

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Course schedules</li> <li>•Course descriptions</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> </ul>	Level 3

**Accreditation Report**

Warner Robins Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"><li>•Supervision and evaluation procedures</li><li>•Examples of improvements to instructional practices resulting from the evaluation process</li><li>•Administrative classroom observation protocols and logs</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"><li>•Common language, protocols and reporting tools</li><li>•Agendas and minutes of collaborative learning committees</li><li>•Calendar/schedule of learning community meetings</li><li>•Examples of improvements to content and instructional practice resulting from collaboration</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"><li>•Examples of learning expectations and standards of performance</li><li>•Examples of assessments that prompted modification in instruction</li><li>•Samples of exemplars used to guide and inform student learning</li></ul>	Level 3

# Accreditation Report

Warner Robins Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Description of formal adult advocate structures</li> </ul>	Level 3

## Accreditation Report

Warner Robins Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"><li>•Sample report cards for each grade level and for all courses</li><li>•Sample communications to stakeholders about grading and reporting</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Results of evaluation of professional learning program.</li><li>•Evaluation tools for professional learning</li><li>•Brief explanation of alignment between professional learning and identified needs</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

### Standard 3

WRMS strives to implement the common core curriculum that is put forth by the Georgia Department of Education. It provides equitable and challenging learning experiences to ensure all students develop learning, thinking, and life skills necessary for success at the next level. All eighth grade students have accounts with GA 411 which is an online career information system for education and career planning. Tribe Time is a forty-five minute period utilized every morning to improve student academics, provide enrichment, and provide interpersonal skills through mentoring. Advanced reading and writing classes are also offered during this time to progress students to the next readiness level. In addition, several programs exist to assist students that are not at the desired expectation level. They include: school-wide daily academic tutoring, Saturday school, an after- school program which is an extended tutoring opportunity for selected students, reading and math connections. WRMS has adopted a school-wide grading system "Excellence without Excuses" to ensure common grading practices amongst all teachers. The grading system is as follows: 65 percent assessments of the standards, 25 percent classwork and homework, 10

percent Tribe Time. As part of our "Excellence without Excuses" grading initiative, Academic Opportunity gives students who have missing or incomplete homework/classwork assignments the opportunity to complete it during his/her lunch period. After-school Academic Opportunity allows students another chance at mastery of a standard(s).

WRMS has established several mentoring groups such as the 6th grade Boys Mentoring Group, 7th & 8th grade Man-to-Man Mentoring Group, 6thgrade Girls Step Up, 7thgrade Girl Talk, 8th grade Girls of Promise. The purpose of the mentoring groups is to provide students with positive role models/mentors and help to develop good decision making skills. Students are also able to participate in other mentoring clubs such as: Partner's Club, Jr. Beta Club, and the Math Masters Club. These clubs provide peer tutors to assist students with academic and social challenges. Teachers Act as Advisors (TAA) is a program whereas each faculty member serves as a student advocate and provides advisement and guidance for students at WRMS.

At WRMS, Universal screeners in both math and reading are utilized at the beginning of the year along with data from multiple past assessments to tier students and adjust curriculum and instruction to maintain the school's goal for achievement. After identifying strengths, teachers are partnered with students to develop an action plan that includes strategies to address and overcome their weaknesses. Students who do not meet the cut score on the screener are placed on Tier 2 and assigned to a Curriculum Instructional Specialist or CIS during Tribe Time which is part of the RTI process. To ensure that alignment with the school's goals for achievement is met, Tier 2 students are screened periodically to measure students' readiness and recorded in Tie Net. Once Tier 2 students show proficiency, they are placed back into a regular Tribe Time. As well as screeners, benchmarks and mock writing tests are administered periodically, and the data is used for school personnel to monitor and adjust curriculum and instruction. As part of our commitment to meet the needs of each student, data from multiple assessments drive professional development and subject area meetings. To sustain this area of strength, WRMS' teachers gather and analyze subject-area data weekly to determine how to adjust their lessons depending upon the progress of students, and they also analyze data within their professional learning communities to determine school wide areas of instructional need. ESOL screeners are also administered at WRMS. When students are enrolled, parents take an English language survey about languages spoken at home. Based on the answers that are given, students may be referred to the ESOL teacher to be screened.

WRMS is operational in instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills which are utilized in every subject area through the use of instructional units and curriculum maps, readers and writers' workshops, differentiated instruction, common assessments, and performance tasks. The workshop model is implemented in every language arts classroom and is beneficial for student independence, guided practice, flexible grouping, and provides the necessary social aspects of learning /collaboration to the classroom. Through the implementation of best practices of research based instructional strategies, all teachers are able to facilitate learning for all students. Strategies that are utilized to sustain this strength include: peer and administrator observations and walk thrus, varying computer programs and websites, subject area curriculum release days, SAMS meetings, co-teaching, and RTI. Staff members participate in a continuous program of professional learning through Professional Learning Units and staff development classes offered during the school year based on system-wide goals. Teachers likewise attend workshops based on desire or need such as PLATO, Aspire, Home Grown, Reading and Writing Conference, and classes dealing with the practical application of CCGPS.

WRMS is currently at operational level regarding collaborative learning communities. All school members participate in communities that meet both formally and informally across grade levels and content areas. The school has weekly grade level meetings which work to improve instruction by reflecting on student work. Better Seeking Team meets monthly to ensure best practices are used within the school. Vertical Teams meet to develop and implement a vertically aligned curriculum. School personnel indicate that collaboration improves instructional practice and student performance.

School leaders are highly functional in monitoring and supporting the improvement of instructional practices of teachers to ensure student success. Teachers regularly turn in lesson plans and subject area meeting or SAMS documentation so administrators can keep current with



## Accreditation Report

Warner Robins Middle School

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what is happening in each grade level and subject area. Curriculum maps are employed by administrators to check for cohesiveness when they utilize evaluation procedures. The evaluation procedures along with the other items allow school leaders to ensure that instructional practices are aligned with the school's values and beliefs about teaching and learning, are teaching the approved curriculum, are directly engaged with all students, and use content-specific standards of professional practice. To sustain this area of strength, student progress is monitored throughout the year using Infinite Campus. In addition, administrators utilize testing data to measure the students and school's knowledge level of standards covered. This allows them to disaggregate information by subpopulations to better prepare for the students and school's needs. Along with data results, the school utilizes a Needs Assessment survey to drive professional learning.

WRMS is operational in the instructional process in support of student learning. All teachers use a process that informs students of their performance - from test talks to detailed rubrics. Mentor texts and exemplars are used to guide students. These exemplars and the units/lessons that incorporate them are accessible to all teachers on the share-point portal. Formal assessments such as benchmarks, mock tests, and daily quick checks are used to measure understanding. Students are made aware of their progress promptly and are encouraged to set goals for their own learning.

WRMS engages families in meaningful ways in their children's education and keeps them informed of their learning progress. At the beginning of each school year, parents are invited to WRMS's Meet and Greet where they have the opportunity to meet teachers and visit classrooms. Open House is held where parents are able to follow their student(s) class schedule, learn about the individual grade level curriculum, discipline procedure, classroom expectations. The Parent Involvement Coordinator serves as the liaison for parents, teachers, and administrators. The WRMS Parent Action Team consists of parents, teachers, and administrators. The team meets four times a year and discusses relevant school improvement issues, Title I documents and the use of Title I funds, and parent workshops. Parents are invited to attend several workshops including ESOL Parent Night, Academic Subject Area Parent Night, Warrior Afterschool Parent Night, Awards Night, AO celebrations, and CRCT Parent Workshop. Multiple methods of advertisement for publicizing events are used such as student agendas, newsletters, call-out messenger utilized for mass phone calling, email, invitations and/or letters, individual phone calls, parent conferences, school website, and the school Twitter or Facebook page. Parents also learn what it means to be part of a Title I school and have an opportunity to play a vital role in the shared decision making process. WRMS also welcomes parents to visit their child's classroom and experience lessons taught.

### Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 3

# Accreditation Report

Warner Robins Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"><li>•Data on media and information resources available to students and staff</li><li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"><li>•Technology plan and budget to improve technology services and infrastructure</li><li>•Assessments to inform development of technology plan</li><li>•Policies relative to technology use</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"><li>•Schedule of family services, e.g., parent classes, survival skills</li><li>•Social classes and services, e.g., bullying, character education</li><li>•List of support services available to students</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Description of IEP process</li><li>•Description of referral process</li></ul>	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

### Standard 4

Warner Robins Middle is effective in hiring highly qualified professional and support staff to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. This practice is evident by the following: One hundred percent of teachers and paras are highly qualified and participation in the annual job fair for qualified individuals who are interested in being a part of the school's success. WRMS's Title 1 position of a Parent Involvement Coordinator helps keep our community up-to-date with activities at the school. The paraprofessional to student ratio is at a good number so that teachers and paraprofessional are able to meet students' needs.

[Indicator 4.1]

Teachers receive funding to have access for resources to enhance student learning. Annual audits are completed to ensure proper financial spending. Every classroom has a SMART Board and teachers may use SMART Response, Document Cameras, and Airliners for teaching and learning. School leaders value and protect instructional time by replacing intercom calls with emails and completing eWalks to provide feedback to teachers. School leaders and the Better Seeking Team meet monthly to focus on continuous improvement of the needs of the school. [Indicator 4.2]

School leaders have clear expectations in place for maintaining the safety of students and faculty and staff. Students and staff regularly practice safety routines; fire, severe weather drills, codes red, yellow, and blue drills. As a school, all adhere to a soft lockdown during the school day that includes classrooms being locked at all times. All guests are required to enter through a secure vestibule and show a picture ID to gain access to the school. Annually, WRMS evaluates the procedures and facilities and gives feedback as to what are appropriate and necessary improvements. BOE maintenance staff has familiar faces as they regularly check each classroom for maintenance needs.

[Indicator 4.3]

Evidence sources suggest there are school personnel who have the experiential background required to engage all school stakeholders in accessing resources. An alignment of resources includes Tie Net, Infinite Campus, SMART Board training, and media resources. However, as technology needs expand, it is difficult to have qualified personnel in sufficient numbers to assist stakeholders in learning about the tools and locations for finding and retrieving information. [Indicator 4.4]

At Warner Robins Middle the technology infrastructure is modern and fully functional. The technology resources that are utilized in the school provide adequate service to students, teachers, staff and stakeholders. Warner Robins is a 21st century school; its classrooms are equipped with current technology to provide students with daily instruction. The school implements the use of computer programs and services to maximize student instruction. WRMS also has updated websites for parents and stakeholders to see how technology is utilize throughout the school. [Indicator 4.5]

Warner Robins Middle School provides two full-time counselors to support students with emotional and social needs. WRMS has two mentoring programs, one for boys and one for girls, in each grade level. Mentor teachers meet with each group of students five days per week to enhance social skills. WRMS also offers a variety of services such as free scoliosis screenings, hearing and vision tests, and flu shots to take care of students' physical needs. [Indicator 4.6]

Students, parents, and teachers have access to an ASCA model program - staffed by two school counselors. Programs that meet the needs of all students include: Teachers as Advisors, the After-School Program, tutoring, Saturday school, Tests Retakes/Second Chances, and Academic Opportunities offered during lunch. Career planning is conducted through our computer classes. Students are evaluated by a tiered system in order to help in the least restrictive environment possible. Special education referrals are completed through this system as well. [Indicator 4.7]



## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 3

# Accreditation Report

Warner Robins Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Description of process for analyzing data to determine verifiable improvement in student learning</li><li>•Examples of use of results to evaluate continuous improvement action plans</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li><li>•Evidence of student success at the next level</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"><li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

## Standard 5

Warner Robins Middle School administers all state and county required assessments. Assessments include: CRCT, CRCT-M, GAA, 21st Century Assessments, Grade 8 Writing Assessment, ACCESS, Universal Screener, county benchmarks, mock math/writing tests, and common subject area assessments. The CRCT and CRCT-M are especially critical, as they indicate students' knowledge of the state curriculum. Data also yields a breakdown of subgroups which enables us to better address gaps. One such noticeable gap has been that of Students with Disabilities (SWD) as compared to the general education population. In efforts of minimizing the gap, we have embraced the idea of inclusion, specifically co-teaching. Many models are now visible throughout our building. Consequently, we have seen positive gains on class assessments and standardized tests. An evaluation of our 2011-2012 writing scores also indicated need for improvement. As a

result, we adopted the idea of writing across the curriculum. Thus, this year's scores are much improved, exceeding our goal.

We further use data from assessments, including item analysis, to plan remedial and enrichment opportunities. In weekly subject area meetings, we discuss effectiveness, ensure adherence to pacing guides, and evaluate student progress. To ensure consistency of measurement, we have implemented a school-wide grading policy, Excellence Without Excuses. Grades are listed in three categories: assessment of standard 65 percent, classwork and homework 25 percent, and Tribe Time 10 percent. A major component of our system is the idea of second chances. Students can redo or retake assessments at teachers' discretion. Another component is Academic Opportunity where students have a working lunch to complete missing assignments and substandard work.

For continuous improvement, teachers and support staff collect and analyze data. Jointly, all share in the development of our Needs Improvement Plan which guides instruction. This plan is developed via staff surveys and results from the aforementioned assessments. One such school initiative, born from our Needs Improvement Plan, is school-wide reading. Our goal is to inspire students to experience the joy of reading. Therefore, we are reading more across the curriculum and have adopted the acronym WRMS (Warriors Reading Makes 4 Success). We also have DEAR time on Fridays (Drop Everything and Read) where faculty and students read silently. Administrators, counselors, and support staff may select a classroom to visit. The idea is to model what we expect of students. We attribute this idea, along with intensive writing efforts, to our much improved writing scores.

Through data analysis, we have also recognized our need to include more learning opportunities and mentoring. As part of our Saturday School, we hosted March Math Madness for students and parents. The purpose of this event was to provide CRCT test taking strategies, intensive math training, and share ways that parents can assist students. Prior to the CRCT, we host a math lock-in to provide more math tutoring. We also offer school wide mentoring. We have one girl and boy mentoring group per grade level, either counselor or teacher led. The overall mission of our groups is to provide students with mentors, encourage good decision making and respect for self and others, and goal setting.

To evaluate, interpret and use data, teachers and designated support staff participate in on-site professional learning. Teachers are also afforded ongoing system wide trainings to include Universal Screener, Tienet, and Infinite Campus. Additional trainings include: state webinars, county vertical team meetings, grade level, curriculum planning, and subject area meetings. Through webinars and faculty meetings, teachers learn to evaluate student work based on the Common Core Georgia Performance Standards. Vertical team, departmental and subject area meetings focus on student strengths and weaknesses, as determined by assessments. Teachers ultimately analyze and use data to plan instruction. Traditional Training of support staff is usually minimal and job pertinent only.

Through our newly restructured RTI process, we can see verifiable improvement in student learning and readiness levels. Initially, students are screened using Universal Screener, our county adopted screener. Using this data, CRCT results, and class performance, students are tiered according to the Georgia Pyramid of interventions. For those qualifying at Tiers II and III, interventions are deemed necessary. At this point, students receive additional instruction from a CIS team member or Curriculum Intervention Specialist. Our specialists provide math and reading instruction to help students in deficient areas and progress monitor by way of Universal Screener and Tienet. Once students have shown mastery and reached intended goals, they exit and transfer skills into the regular class setting. We also have math and reading connections to serve underperforming students. Students may enter for one grading period or a full semester, depending on severity. These courses, too, are organized to remediate and allow students to test out as intended goals are met.

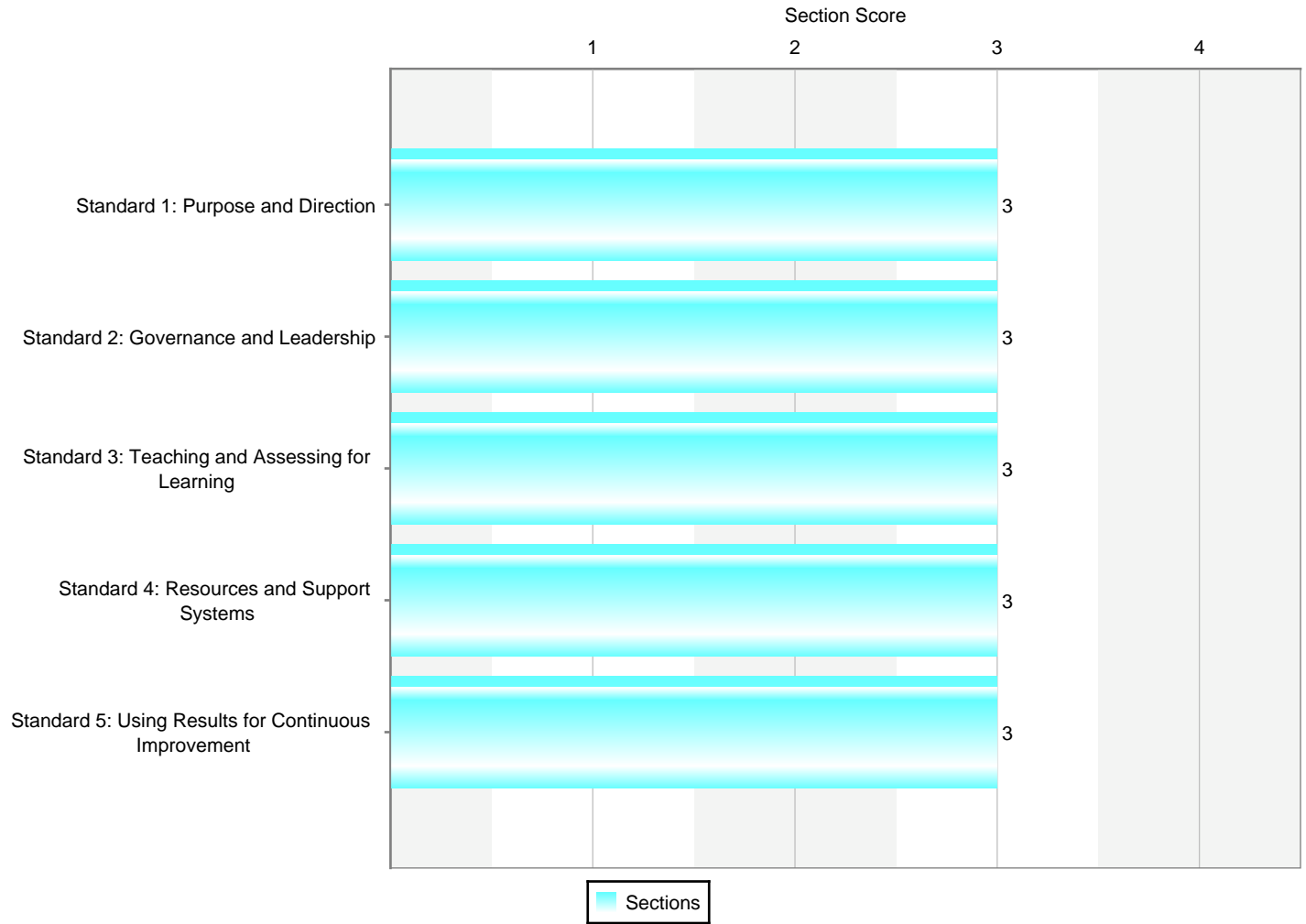
For continued success, our leaders frequently monitor and communicate comprehensive information about student learning. They monitor progress by evaluating state and county assessments and observing Infinite Campus and Tienet. They also conduct regular classroom visits to see teaching and learning in progress. They further communicate information through grade level and faculty meetings. Additional methods to inform stakeholders include: Infinite Campus, academic parent nights, Title I meetings, school newsletter, school messenger,



school council meetings, and open house.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Stakeholder Feedback Data**

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attachment	Stakeholder Feedback Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## **Areas of Notable Achievement**

### **Which area(s) indicate the overall highest level of satisfaction or approval?**

Teaching and Assessing for Learning receive the highest ratings for notable achievement. Warner Robins Middle School is known for producing high-achieving students and life-long learners. For the past eight years, we received the Title I Distinguished Schools Award and were recently named Georgia Breakout School. Our state assessment data shows an increase in student achievement on the Criterion Reference Competency Test and Georgia Writing Test. Parents, teachers, students, and community members recognize this performance as notable achievement and celebrate such success. As a school, we will continue to focus on student learning, producing citizens for tomorrow.

### **Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

Purpose and Direction shows a trend toward increasing stakeholder satisfaction. Three years past, Warner Robins Middle School completed a needs assessment regarding the mission and vision of the school. It is the mission of Warner Robins Middle School to produce high-achieving students. Our vision is to become a premier school of teaching and learning. Both, our vision and mission is a replica of system. Completed assessment results validated changes. Administrators, teachers, students, parents, and other faculty and staff members worked diligently for a "live" working mission and vision. Because of the newness of such change, stakeholders hear and see immediate evidence.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Warner Robins Middle School constantly communicates with parents, teachers, students, and stakeholders. Routinely, we complete surveys provided by our Title I Parent Involvement Coordinator. The surveys are designed to provide an opportunity for feedback of the daily operational and instructional components of the school. Consistent trends documented are the overall satisfaction of teaching and assessing student learning. According to the latest College and Career Ready Performance Index reporting, we meet the requirements for achievement. Parents and stakeholders are our customers. Because of the collaboration and shared expectations, our school and students are successful.

## **Areas in Need of Improvement**

### **Which area(s) indicate the overall lowest level of satisfaction or approval?**

Using results for continuous Improvement exhibits the overall lowest level of satisfaction from stakeholders. Often, parents and community members are unaware of the daily routines for achievement. Due to Title I regulations, we have requirements to keep parents informed; however, in most cases, stakeholders are unaware and not in attendance when sharing information. In recent years, Warner Robins Middle School has taken an active approach to analyze results and make adjustments. This initiative is a result of our school wide focus to become a premier school of teaching and learning.

### **Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

Meeting the demands of education in today's society may be challenging. This obstacle may be a direct result of decrease in state and national funding for education and a decrease in local budget. Resources and support systems show a trend toward decreasing satisfaction from our stakeholders. Due to lack of funding, parents and teachers find it difficult to educate the whole child. Textbooks, workbooks, and technology instruction may be a struggle for some stakeholders. Changes in curriculum validate changes in resources. However, without proper funding to purchase the resources and support material that is needed, it is difficult to implement the curriculum with fidelity. Warner Robins Middle School accepts the challenge, and exhausts every avenue possible to get necessary resources and support for student learning.

### **What are the implications for these stakeholder perceptions?**

In the minds of stakeholders, only visible or tangible evidence is important and measureable. Warner Robins Middle School community and teachers are accustomed to resources and textbooks available for student learning. Due to the recent cut backs in education, these needed tools are limited. Professional learning for teachers has slowed its pace due to a decrease in funding. Fortunately, our district and school is committed to education and take every corrective measure for students to be successful.

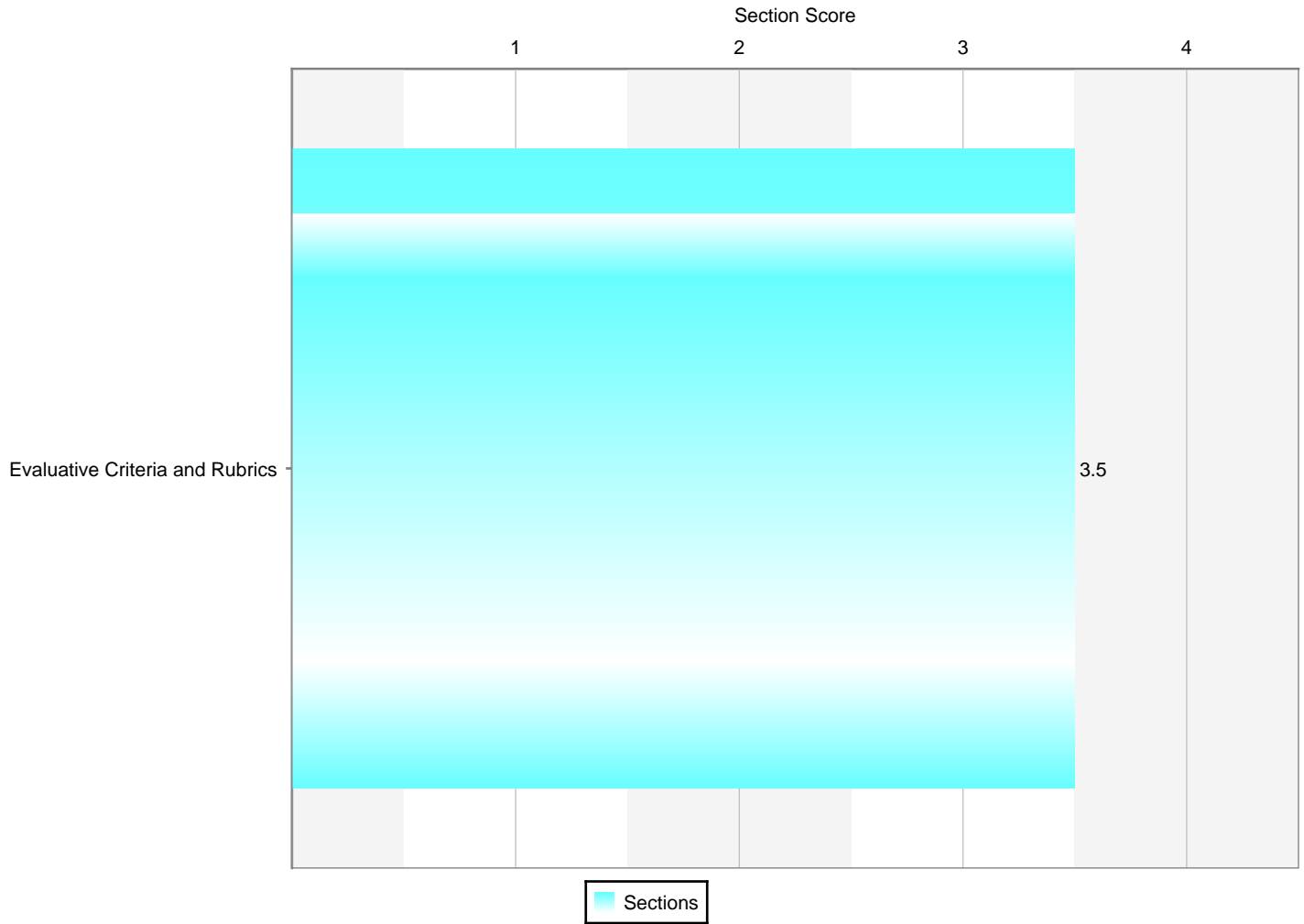
### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Using results for continuous improvement is compatible to other stakeholder feedback sources. Throughout the year, Title I surveys are given as a communication tool for success. Results from the survey demonstrate lack of understanding of assessment results and adjustments for improvement. We will continue to grow in this area for greater understanding for stakeholders to receive an overall satisfaction and approval.



## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Student Performance Data**

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Did you complete the Student Performance Data document offline and upload below?	Yes	See attachment	Student Data.WRMS

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## **Areas of Notable Achievement**

### **Which area(s) are above the expected levels of performance?**

In eighth grade, students exceeded in the areas of writing at and above the expected level than similar student population of schools with comparable demographics. Eighth grade showed gains in closing the achievement gap in the academic areas of reading, English, and math. In seventh grade, students showed growth in reading and English.

### **Describe the area(s) that show a positive trend in performance.**

In sixth grade, students show a positive trend in math steadily increasing over the past three years. Reading and English scores have increased over the past three years in seventh grade. According to the data from 2011 to 2013, results indicate an increase in student performance in the areas of English, reading, and math.

### **Which area(s) indicate the overall highest performance?**

According to the 2013 Criterion Reference Competency Test, seventh and eighth grade scores reveal Warner Robins Middle School students performed above Georgia student averages and Houston County in the areas of reading and English. Eighth grade Criterion Reference Competency Test scores in math, science, and social studies exceeded the county and state average as well. Results from the eighth grade Georgia Writing Assessment show that students exceeded the state and county average.

### **Which subgroup(s) show a trend toward increasing performance?**

Students with disabilities, English language learners, and African-American students have made noticeable increases in reading, English, and math.

### **Between which subgroups is the achievement gap closing?**

According to student performance results, the achievement gap is declining among students with disabilities and regular education students in the area of reading, English, and writing. Student results also indicate a single digit performance gap in our African-American male population compared to our white male population.

### **Which of the above reported findings are consistent with findings from other data sources?**

Through the use of county-wide assessment tools such as math, science, and English Language Arts benchmarks, the universal screeners, mock writing assessments, pre and post test, the disaggregated summative data are consistent with other sources.



## **Areas in Need of Improvement**

### **Which area(s) are below the expected levels of performance?**

In sixth grade, our students performed below expectations in reading and English on the 2013 Criterion Referenced Competency Test. Sixth grade students made progress in all content areas with the exception of students with disabilities, African-American, and English learners in the areas of reading and English.

### **Describe the area(s) that show a negative trend in performance.**

Science and social studies showed a decline or lack of growth across all grade levels and subpopulations. The achievement gap between students with disabilities and regular education students continues to be an area of focus for improvement. English language learners subgroups have a higher percentage of students that do not meet expected level of performance in sixth grade English. African-American students remain a target area for making academic gains in all subject areas.

### **Which area(s) indicate the overall lowest performance?**

Sixth grade students showed the least gains in the areas of reading and English for all sub-populations. Seventh grade students showed the least gains in the areas of science and social studies for students with disabilities.

### **Which subgroup(s) show a trend toward decreasing performance?**

Students with disabilities, English language learners, and African-American students showed a decline over previous years in reading, English, science, and social studies for sixth and seventh grade. We showed gains in reading, English, and social studies with African-American students in eighth grade.

### **Between which subgroups is the achievement gap becoming greater?**

Our findings indicate a need to focus on the achievement gap among students with disabilities and English learners in all academic areas. Additionally, the gap between African-Americans and white continues to exist.

### **Which of the above reported findings are consistent with findings from other data sources?**

Through the use of county wide assessment tools, the disaggregated data provides indication of our building summative data. Benchmark assessments in the areas of English Language Arts, math, science, and social studies provides detail information regarding teacher and student performance that shows consistency with data sources.



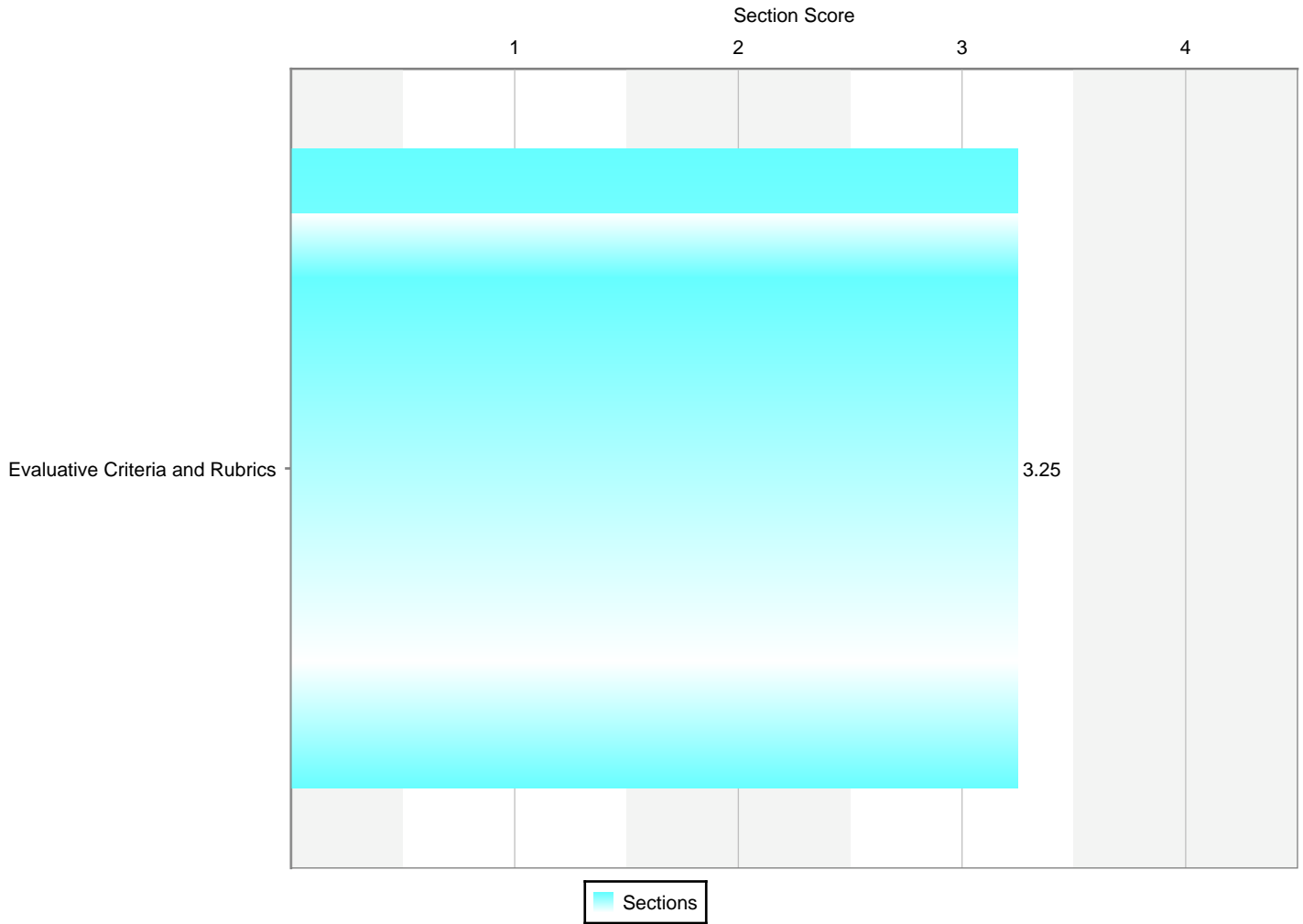
**Accreditation Report**

Warner Robins Middle School

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## Report Summary

### Scores By Section



# AdvancED Assurances

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

**AdvancED Assurances**

Assurance	Response	Comment	Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes, we certify the above assurance.	See Attachment	School Improvement Plan - WRMS