

» **Strategic Goal I-Attaining High Student Achievement and Success**

- » Performance Objective A-A system is present for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.
 - » ○ Initiative i-The curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the GPS.
 - » ○ Action Step a-Improve and monitor GPS implementation by revising and editing units in Reading/ELA, Science, and Social Studies grades K-12.
 - » ○ Action Step b-Work collaboratively in designing reading strategies that are specific to content area curriculums.
 - » ○ Action Step c-Work collaboratively with elementary and high school math teachers to help develop consistency and continuity for students transitioning to the high school. 8th grade teachers will meet periodically with MPFC teachers to ensure student success.
 - » ○ Action Step d-. Aligning and providing a rigorous and challenging curriculum in writing. • Implementing a literacy program in all content areas.
 - » ○ Action Step e-Continue to implement the state based writing program in grades 6-8 as prescribed by the DOE.
 - » ○ Action Step f-Produce curriculum maps for Math, Science, ELA, and SS classrooms.
 - » ○ Action Step g-Increase the ability to accurately track student progress through • Developing student data profiles • Using student data profiled for RtI • Using the student tracking sheet • Use of Easy IEP
 - » Initiative ii-Teachers engage in a process of collaborative planing for curriculum implementation to ensure that they agree on core content and required student performance(s).
 - » ○ Action Step a-Devise and analyze benchmark and common assessments. Work with BSMS to refine academic calendars that will allow for common assessments within the middle schools in MC.
 - » ○ Action Step b-Develop appropriate booklist for ELA, Math, Science and Social Studies.
 - » ○ Action Step c-Implement and refine writing notebooks for teachers to use with students during and ELA classes.

- » Initiative iii-Teachers and administrators use a systematic process for monitoring and evaluating implementation of the curriculum.
 - » ○ Action Step a-Schedule focus walks and debriefing opportunities.
 - » ○ Action Step b-Collaborate with BSMS to expand the middle school summer & after school programs.

- » Performance Objective B-The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.
 - » Initiative i-A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.
 - » ○ Action Step a-Review and analyze CRCT math scores to address individual student needs.
 - » ○ Action Step b-Track the number of gifted & power students that pass the MGWA.
 - » ○ Action Step c-Teachers will use test data in the following ways: • Analyze data • Display data • Target instructional needs • Use to remediate, enrich, and accelerate • Test Talks • Data Walks • School wide tracking sheets.

 - » Initiative ii-A variety of effective and balanced assessment techniques is routinely and systematically implemented by all instructional personnel as part of a comprehensive school-based assessment and evaluation system.
 - » ○ Action Step a-Increase student involvement in their academic progress through a variety of activities such as: • test talks, • CAB, • literacy circles, • peer review • self-assessment using checklists and rubrics.

 - » Initiative iii-Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.
 - » ○ Action Step a-Focus on increasing CRCT student performances of gifted & power students by: • Aligning and providing a rigorous and challenging Pre AP curriculum in math & science. (SA, PRE AP MATH/SCI TEACHERS) • Tracking the number of gifted and power students that score Level III on CRCT math.
 - » ○ Action Step b-Implement small group instruction to achieve student mastery in the after school program.
 - » ○ Action Step c-Continue monitoring and evaluating the AT special education model program.
 - » 🟡 Action Step d-Complete CAB conferences for all students on the CRCT

in reading, math, science, and social studies.

- » 🟡 Initiative iv-Tracking the number of gifted and power students that score Level III on CRCT Reading/ELA/Science/Social Studies.
- » Performance Objective C-Designing and implementing teaching - learning - assessment tasks and activities to ensure that all students achieve proficiency relative to the Georgia Performance Standards (GPS).
 - » Initiative i-Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning.
 - » 🟡 Action Step a-Improve and monitor GPS implementation by revising and editing units in Reading/ELA, Science, and S. Studies, Implement a framework for PK-12 Mathematics.
 - » 🟠 Action Step b-Focus on increasing CRCT student performances of gifted & power students by aligning and providing a rigorous and challenging Pre AP curriculum in Reading/ELA/Science and Social Studies.
 - » 🟠 Action Step c-Pre Advanced English Language Arts, Math, Science, and Social Studies classes will be offered in grades 6 – 8.
 - » 🟡 Action Step d-Teachers will work with students to write the MGWA standards in student friendly terms.
 - » 🟡 Action Step e-Students will re-write GPS standards in student friendly terms in Social Studies and Science.
 - » 🟡 Action Step f-Increase the number of model classrooms using Active Boards in SpEd and Connections classes.
 - » Initiative ii-Research-based instruction is standard practice
 - » 🟡 Action Step a-Focus attention on developing vocabulary by implementing the vocabulary instructional strategies cited in the manual “Building Academic Vocabulary by Robert Marzano”.
 - » 🟡 Action Step b-Continue to identify, devise and implement additional targeted instructional strategies in reading beginning with guided reading for 6th graders for bubble, power, and SWD.
 - » 🟡 Action Step c-Continue utilization of literacy program for 6th -8th ELA grade levels.
 - » 🟡 Action Step d-Teachers will use the GRASP program to identify and assess areas of need in reading for all students.
 - » 🟠 Action Step e-Implement and monitor Math in the Fast Lane strategies.
 - » 🟡 Action Step f-Continue student pull-outs in March/April for remediation in math prior to CRCT Testing.

- » 🟡 Action Step g-Develop uniformed, cumulative, detailed writing folders to be passed to the next grade level.
- » 🟡 Action Step h-Identify 8th grade students with writing deficiencies and focus on specific writing strategies prior to MGWA.
- » 🟡 Action Step i-Critique student persuasive and expository writing at monthly ELA meetings.
- » 🟡 Action Step j-Continue training with staff and students (6+1) to ensure understanding and mastery of the contents of the Monroe County Writing Initiative.
- » 🟡 Action Step k-Teachers will implement the following LFS strategies: • Vocabulary Instruction • Acquisition lessons • Graphic organizers • Informative Assessments • Summarizing Strategies • Activating Strategies
- » 🟡 Action Step l-Identify and display examples of exemplary student work.
- » 🚫 Action Step m-Increase the number of model classrooms using Active Boards in SpEd and Connections classes.
- » 🟡 Action Step n-Monitor and revise reading and math labs for low & high performing students including SWD.
- » 🟡 Action Step o-Provide students with descriptive feedback on their work through: • Posting of exemplars with comments • PLC on examining student work • Peer review of teacher comments • Deeper use of co-teach model • Providing opportunities for re-work
- » 🟡 Initiative iii-High expectations for all learners are consistently evident, with students playing an active role in setting personal learning goal and monitoring their own progress based upon clear evaluation criteria.













» **Strategic Goal II-Developing Organizational Effectiveness**

- » Performance Objective A-The processes, procedures, structures, and products that focus the operations of a school on ensuring attainment of standards and high levels of learning for all students.
 - » Initiative i-A current school vision and mission are the basis for all aspects of continuous improvement. All stakeholders within the learning community have achieved consensus regarding their shared sense of vision and mission, which serves as the basis for all facets of the continuous improvement process.
 - » 🚫 Action Step a-Schedule monthly communication between the two middle schools and central office.
 - » 🚫 Action Step b-Schedule monthly communication for all WHMS stakeholders.
 - » Initiative ii-A comprehensive planning process results in a current school

improvement plan to guide the continuous improvement plan to guide the continuous improvement process for the school.

- » 🟡 Action Step a-Investigate the start up of a middle school Science Fair.
- » 🟡 Action Step b-Professional learning opportunities will include: • LFS • Differentiated Instruction (content specific) • Data Analysis • Technology • GPS • Student Portfolios • Response to Intervention • Understanding Poverty • Strategies for Dealing with Autistic Students • Classroom Motivational Strategies that Work Subject Specific DI Strategies Creating a standards based classroom • Math in the Fast Lane • Developing a school writing plan
- » Initiative iii-Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners.
 - » 🟡 Action Step a-Participate and place in the Young Georgia Author's Competition.
 - » 🟡 Action Step b-Participate and place in Georgia National Fair "Fair Bear" Writing Contest
 - » 🟡 Action Step c-Participate in county-wide Spelling Bee.
 - » 🟡 Action Step d-Counselor will •Coordinate a transitional program for 8th and 5th grade students.
 - » 🟡 Action Step e-Continue to promote and recruit students for the TRIO mentoring program.
 - » 🟠 Action Step f- Take 7th and/or 8th grade at-risk students to local college campuses and technical schools
 - » 🟡 Action Step g-Media Specialist (MP) will: • Monitor and update WHMS website • Co-produce WHMS Channel 83 (morning news) • Implement "Book of the Week program". • Plan critical thinking skills activities with teachers. • Provide technology integration standards for teachers. • Increase opportunities for students to produce technology enhanced projects/reports/entries • Complete the installation of technology hub for access to channel one and other instructional technology programs. • Conduct student training on navigating the system/school websites during orientation. • Participate in literary focused events. • Provide student and teacher training on new Galileo site.
 - » 🟠 Action Step h-The following projects will be addressed during the 10-11 school year: • Complete plans for grade level courtyards. • Upgrade plants and shrubs around the building. • Continue to work with the system energy manager to devise a comprehensive plan to conserve energy at WHMS. (SE, JJ, LB) • To install a greenhouse near the old

gym for science classes

- » Initiative iv-All staff work collaboratively to ensure that rules, policies, and procedures related to sustaining a safe, productive, and inviting learning environment are clearly articulated, effectively communicated, and successfully and consistently implemented throughout the school.
 - »  Action Step a-Develop and implement a plan to increase the perception of cleanliness in the building
 - »  Action Step b-Revise and implement student agenda protocols
 - »  Action Step c-Review and distribute 10-11 teacher discipline data.
 - »  Action Step d-Continue of a Junior Deputy Program and 4-H club for 6th grade students.
 - »  Action Step e-Review and analyze staff and student surveys on safety.
 - »  Action Step f-Increase the knowledge and number of fire and emergency evacuation drills.
 - »  Action Step g-Develop DARE program
 - »  Action Step h-Plan activities to create a positive school climate for students and faculty. • Backyard Blast • “Sock Hop” • American Education Week activities • Teacher Appreciation Week activities • William M. Hubbard Honor Wall • Student of the Week • Student of the Month • “Wall of Fame for Students” • TOY • Student council activities • Camp Kaleo • Faculty Team Building Activities
 - »  Action Step i-Review and revise all methods all communicating effectively with parents and students. i.e. parent contact logs , newsletters
 - »  Action Step j-Review system wide attendance policy.
 - »  Action Step k-Monitor student attendance.
 - »  Action Step l-Identify and track all students with chronic attendance records and develop incentives to promote improvement in their attendance.

» **Strategic Goal III-Ensuring Student/Stakeholder Engagement and Loyalty**

- » Performance Objective A-The school as a community of learning involves parents and community members as active participants. there is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short- and long-range goals.
 - » Initiative i-The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community.

- » ○ Action Step a-Sending home summer reading list to students and parents.
 - » ○ Action Step b-Teachers and students will increase parents awareness of math concepts by participating in Math Night
 - » ○ Action Step c-Cohort group takes SAT for Duke Talent Search.
 - » ● Action Step d-Participate in district and state competitions in band, chorus, and sports.
 - » ○ Action Step e-Develop clubs to include FCCLA, FBLA, and TSA
 - » ○ Action Step f-Participate in Math 24 competition.
 - » ○ Action Step g-Collaborate with BSMS to expand the middle school summer & after school programs.
 - » ○ Action Step h-Create a year-long calendar of events.
 - » ○ Action Step i-Publicize activities monthly.
 - » ● Action Step j-Offer a series of informative workshops to include: • Math instruction and vocabulary • Reading with children • Health and child development • Parenting strategies • Working with a gifted or talented child
 - » ○ Action Step k-Send parent Compact home prior to end of September.
 - » ○ Action Step l-Develop ways to work more closely with ESOL student/families.
 - » ○ Action Step m-Provide parent activities that involve students' academics and heighten parental awareness of quality work: • Student led conferences • Carousel presentations of student work • Newsletters
 - » ○ Action Step n-Schedule workshops and/or activities that would attract greater male participation.
 - » ○ Action Step o- Reorganize and establish the parent support group (BRIDGES) by: • Continue monthly meetings • Recruit additional members • Increase communications and resources for parents
- » Initiative ii-The school has organizational structures and processes to ensure that students, families, and community members play an active and sustained role in school governance, decision-making, and problem-solving.
- » ● Action Step a-Work with ESOL teacher to translate commonly-used information and forms into Spanish and other languages as needed.
 - » ● Action Step b-Schedule fall informational meetings and spring evaluation meetings at each Title I school.
 - » ● Action Step c-Provide School Councils with annual updates in the fall.

- » 🟡 Action Step d-Place parent information on school and system web-sites.
 - » 🔴 Action Step e-Implement computer check-in for volunteers.
 - » 🔴 Action Step f-Train parents to use Parent Access
 - » 🔴 Action Step g-Schools will share read-to activities
 - » 🔴 Action Step h-Schools will plan for homework helps
 - » 🔴 Action Step i-Submit names of school Action Teams to the CO by Sept 30th
 - » 🔴 Action Step j-Submit negative parent comments to the DOE with the plan.
 - » 🔴 Action Step k-Include information on budgeting in the parent information and evaluation sessions.
 - » 🔴 Action Step l-Post the statutory definition of parental involvement in the Resource Rooms
 - » 🔴 Action Step m-Schedule spring evaluation meetings at each school site.
 - » 🔴 Action Step n-Survey perceptions of parents annually.
 - » 🔴 Action Step o-Attend Family Connection meetings to collaborate with other providers
 - » 🔴 Action Step p-Meet regularly with parent and resource coordinators
 - » 🟡 Action Step q-Present Parent Plan and goals to faculty before the end of September.
 - » 🔴 Action Step r-Provide requested assistance and support.
 - » 🔴 Action Step s-All schools will maintain their partnership with the NNPS.
 - » 🟡 Action Step t-Refine and enhance Caring Adult in the Building Program (CAB) for all Students.
- » Initiative iii-The school addresses student, family, and community needs through appropriate services and cross-institutional partnerships.
- » 🔴 Action Step a-Expand business partnership programs.
 - » 🔴 Action Step b-Coordinate TRIO mentoring program for targeted students.
 - » 🔴 Action Step c-Track the numbers of volunteer hours.
 - » 🔴 Action Step d-Work with principals to ensure availability of Parent Resource Rooms and materials.
 - » 🔴 Action Step e-School will plan for and schedule volunteer activities.
 - » 🔴 Action Step f-School will plan for and schedule volunteer activities.

» ○ Action Step g-Improve volunteer tracking data.

» **Strategic Goal IV-Professional Learning**

» Performance Objective A-Professional learning is the means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.

» Initiative i-The context of professional learning--the who, when, why and where--contributes to the development and quality of learning communities, ensuring that they are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration.

» ○ Action Step a-Create learning communities to analyze student work.

» ○ Action Step b-All new teachers will receive LFS and Best Practices training at the district level.

» ○ Action Step c-Continue to train certified staff members on effectively dealing with students in poverty through Poverty I and Poverty II classes from district level.

» ○ Action Step d-Implement staff learning communities (during collaborative planning sessions) to analyze student work with an emphasis on descriptive teacher feedback.

» ○ Action Step e-Our grade level teams will develop and implement vocabulary instruction based on our book study “Building Background Knowledge” by Robert Marzano to increase student achievement in vocabulary and language.

» Initiative ii-The process - the how - of professional learning is aligned with articulated goals and purposes, data-driven, research-based, evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation.

» ○ Action Step a-Administrators will receive on-going training from RESA on incorporating Class Keys as our teacher evaluation tool in FY 11.












» ○ Action Step b-Take school safety classes from the state and/or prescribed agencies as we continue to update, amend and improve our school and system safety plans.

» ○ Action Step c-Schedule ActivBoard training for the principal, IC, counselor and assistant principal.

» ○ Action Step d-Provide Class Keys Cohort III training to all certified staff

» ○ Action Step e-Teachers will receive on-going SS textbook training

(Glencoe).

- »  Action Step f-Conduct training sessions on differentiating instruction and assessment in a functional SBC classroom.
 - »  Action Step g-All SPED teachers will be trained in Co-Teach Training.
 - »  Action Step h-Front office staff workers will receive five-star service training from administrative team based on earlier district trainings.
- » Initiative iii-The content - the what - of professional learning reinforces educators' understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.
- »  Action Step a-Teachers will receive additional training on Informative Assessments.
 - »  Action Step b-Teachers will receive the following in-service training in technology as needed: • Powerschool • Class Page Training • ActivBoard Training • Reading Plus/iPass Training • School/System Website (MP)
 - »  Action Step c-Provide staff development opportunities for social studies teachers to help bridge the gap between GPS standards and state assessments.
 - »  Action Step d-Continue math strategy training (Singapore Math) and Math Exemplars with math teachers in grades 6-8.
 - »  Action Step e-Diabetes and Allergy Training for All Nurses in the School System.
 - »  Action Step f-Conduct CIP/BSC training with all classified staff members.
 - »  Action Step g-The Leadership Team and the Administrative Team will maintain, revise, and review the CIP throughout the year to help ensure high student achievement and success in all strategic areas.
 - »  Action Step h-Math teachers from BSMS will participate in focus walks at WHMS and vice versa. Time will be scheduled for debriefing and discussion. We hope to video tape exemplary lessons and share with both staffs.