

Warren County Middle School Comprehensive School Support Plan--June 2024

Profile Information	
Division: Warren County	School: Warren County Middle School
Principal: Christopher Johnston	Designations (if applicable): Targeted School Improvement
Stakeholder/Family Engagement	
<i>Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence-and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.</i>	
<p>WCMS created a committee for each support domain to conduct the needs assessment. Every teacher in the building was assigned to a needs assessment committee. The needs assessment was also shared with the PTSO board. Each committee then developed goals for their support domain. The administration selected evidence-based strategies and drafted the plan and shared the plan with the building leadership team (consisting of department chairs) for input and revision. The final plan will then be shared with the PTSO board for input. The WCMS administration consulted with the WCPS central office staff throughout the conducting of the needs assessment and development of the plan for input and guidance.</p>	
Domain I: Academic Supports	Content Area: English
Barrier(s): Lack of independent student reading, lack of use of high-quality instructional materials, lack of student foundational skills (inferencing)	
SMART Goal Statement: By May 2025, WCMS will achieve an overall, raw (before considering recovery and growth) 81% (ESSA Annual Target) pass rate on the English SOL tests by implementing evidence-based literacy instruction using high-quality instructional materials.	
<p>(Evidence-based) Strategy Name: Routinely use a set of comprehension-building practices to help students make sense of the text. (IES, WWC Practice Guide, Reading in 4-9 Recommendation 3b and 3d)</p> <p>Tier of Evidence: Strong</p>	<p>Description: Consistently provide students with opportunities to ask and answer questions to better understand the text they read (3b) and Teach students to monitor their comprehension as they read (3d)</p>
Student Measure #1: At least 81% of English students will earn a minimum score of an 75% on all classroom assessments.	Student Measure #2: At least 81% of English students will earn a minimum score of a 70% on the Q1, Q2, Q3 English CIP benchmark exam.
Staff Measure #1: By September 30, all English teachers will have completed training on using a set of comprehension-building	Staff Measure #2: Increase the use of evidence-based vocabulary-building practices to help make sense of text using high quality instructional materials in all English classrooms (data

practices to help make sense of text using high quality instructional materials.

collected by walkthroughs) with the intent of increasing student academic achievement on English unit tests, benchmarks, and SOL exams (routine data meetings).

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
1. English teachers complete professional learning on using a set of comprehension-building practices to help make sense of text using high quality instructional materials. a. Training provided by Dr. Katherine McKnight on 8/8/24 with on-site follow-up meetings with staff in August/September to include Literacy Learning Centers two-book set.	8/8/24	9/30/24	Principal English Department Chair	\$ 16,729.76 (\$599.70 for books & \$16,250 for onsite PD)
2. Develop look-fors for comprehension-building practices to help make sense of text using high quality instructional materials. as part of the curriculum pathway and share with teachers.	8/5/24	8/30/24	WCPS IRT	\$0
3. Develop a division-wide walkthrough form to collect data on the use of comprehension-building practices to help make sense of text using high quality instructional materials.	8/5/24	8/30/24	WCPS IRT	\$0
4. Continue support for teachers on comprehension-building practices to help make sense of text using high quality instructional materials by establishing PLCs that can support modeling and	8/13/24	5/22/25	Principal/AP/Dean	\$0

facilitate discussion around success and support.				
5. Conduct at least 8 walkthroughs of each English teacher using the data collection form	8/13/24	5/22/25	Principal/AP/Dean	\$0
6. Identify teachers that did not complete training, and establish a remediation schedule to ensure training is complete.	8/30/24	8/30/24	Principal	\$0
7. Teachers may complete a specific coaching cycle on techniques, collecting student data, etc. related to comprehension-building practices to help make sense of text using high quality instructional materials.	8/30/24	5/22/25	Teachers	\$0

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

WCPS will support this strategy by identifying and working with presenters to plan and present professional learning in comprehension-building practices to help make sense of text using high quality instructional materials and developing a division-wide walkthrough form.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.

Analysis: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
<u>August</u> -Teacher completion of comprehension-building practices to help make sense of text using high quality instructional materials training, Student Classroom Assessments <u>September</u> -Classroom Walkthrough Data, Student Classroom Assessments <u>October</u> - Classroom Walkthrough Data, Student Classroom Assessments, Q1 Benchmark Data <u>November</u> - Classroom Walkthrough Data, Student Classroom Assessments <u>December</u> - Classroom Walkthrough Data, Student Classroom Assessments, Q2 Benchmark Data	<u>August</u> - <u>September</u> - <u>October</u> - <u>November</u> - <u>December</u> - <u>January</u> - <u>February</u> - <u>March</u> - <u>April</u> - <u>May</u> -

<p><u>January</u>- Classroom Walkthrough Data, Student Classroom Assessments</p> <p><u>February</u>- Classroom Walkthrough Data, Student Classroom Assessments</p> <p><u>March</u>- Classroom Walkthrough Data, Student Classroom Assessments, Q3 Benchmark Data</p> <p><u>April</u>- Classroom Walkthrough Data, Student Classroom Assessments</p> <p><u>May</u>-SOL Pass Rates</p>	
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Domain I: Academic Supports	Content Area: Mathematics
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Barrier(s): Lack of student number sense

SMART Goal Statement: By May 2025, WCMS will achieve an overall, raw (before considering recovery and growth) 76% (ESSA Annual Target) pass rate on the Math SOL tests by implementing reasoning routines to support mathematical thinking and vocabulary.

<p>(Evidence-based) Strategy Name: Assist students in monitoring and reflecting on the problem solving process. (IES, WWC Practice Guide, Math in 4-9 Recommendation 2)</p> <p>Tier of Evidence: Strong</p>	<p>Description: Provide students with a list of prompts to help them monitor and reflect during the problem-solving process. Model how to monitor and reflect on the problem-solving process. Use student thinking about a problem to develop students’ ability to monitor and reflect.</p>
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<p>Student Measure #1: At least 76% of Math students will earn a minimum score of an 75% on all classroom assessments.</p>	<p>Student Measure #2: At least 76% of Math students will earn a minimum score of a 70% on the Q1, Q2, Q3 Math CIP benchmark exam.</p>
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<p>Staff Measure #1: By September 30, all Math teachers will have completed training on assisting students in monitoring and reflecting on the problem solving process to build student number sense.</p>	<p>Staff Measure #2: Increase the use of student monitoring and reflecting on the problem solving process to build student number sense in all Math classrooms (data collected by walkthroughs) with the intent of increasing student academic achievement on Math unit tests, benchmarks, and SOL exams (routine data meetings).</p>
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Action Plan				
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Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
1. Math teachers will complete professional learning on how to assist students in monitoring and reflecting on the	8/8/24	9/30/24	Principal Math Department Chair	\$ 525.00

<p>problem-solving process to build student number sense.</p> <p>a. Training provided by WCPS IRT with on-site follow-up meetings with staff during PLCs throughout the year to include a book study of <i>Building Thinking Classrooms in Mathematics, Grades K-12: 14 Teaching Practices for Enhancing Learning</i>.</p>			WCPS IRT	
2. Develop look-fors for mathematical problem-solving and number sense practices as part of the curriculum pathway and share with teachers.	8/5/24	8/30/24	WCPS IRT	\$0
3. Develop a division-wide walkthrough form to collect data on the use of mathematical problem-solving and number sense practices.	8/5/24	8/30/24	WCPS IRT	\$0
4. Continue support for teachers on mathematical problem-solving and number sense practices by establishing PLCs that can support modeling and facilitate discussion around success and support.	8/13/24	5/22/25	Principal/AP/Dean	\$0
5. Conduct at least 8 walkthroughs of each Math teacher using the data collection form	8/13/24	5/22/25	Principal/AP/Dean	\$0
6. Identify teachers that did not complete training and establish a remediation schedule to ensure training is complete.	8/30/24	8/30/24	Principal	\$0
7. Teachers may complete a specific coaching cycle on techniques, collecting student data, etc. related to mathematical problem-solving and number sense practices.	8/30/24	5/22/25	Teachers	\$0

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

WCPS will support this strategy by providing professional learning on how to assist students in monitoring and reflecting on the problem-solving process to build student number sense and developing a division-wide walkthrough form.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
Analysis: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
<p><u>August</u>-Teacher completion of how to assist students in monitoring and reflecting on the problem-solving process to build student number sense training, Student Classroom Assessments</p> <p><u>September</u>-Classroom Walkthrough Data, Student Classroom Assessments</p> <p><u>October</u>- Classroom Walkthrough Data, Student Classroom Assessments, Q1 Benchmark Data</p> <p><u>November</u>- Classroom Walkthrough Data, Student Classroom Assessments</p> <p><u>December</u>- Classroom Walkthrough Data, Student Classroom Assessments, Q2 Benchmark Data</p> <p><u>January</u>- Classroom Walkthrough Data, Student Classroom Assessments</p> <p><u>February</u>- Classroom Walkthrough Data, Student Classroom Assessments</p> <p><u>March</u>- Classroom Walkthrough Data, Student Classroom Assessments, Q3 Benchmark Data</p> <p><u>April</u>- Classroom Walkthrough Data, Student Classroom Assessments</p> <p><u>May</u>-SOL Pass Rates</p>	<p><u>August</u>-</p> <p><u>September</u>-</p> <p><u>October</u>-</p> <p><u>November</u>-</p> <p><u>December</u>-</p> <p><u>January</u>-</p> <p><u>February</u>-</p> <p><u>March</u>-</p> <p><u>April</u>-</p> <p><u>May</u>-</p>

Domain I: Academic Supports **Content Area: Science**

Barrier(s): Lack of vocabulary knowledge.

SMART Goal Statement: By May 2025, WCMS will achieve an overall 70% pass rate on the Science 8 SOL assessment by implementing explicit instructional strategies to support science vocabulary.

(Evidence-based) Strategy Name: Build students’ decoding skills so they can read complex multisyllable words. (IES, WWC Practice Guide, Reading in 4-9 Recommendation 1.2 and 1.4)
Tier of Evidence: Strong

Description: Teach students a routine they can use to decode multisyllabic words and Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity.

Student Measure #1: At least 80% of Science 8 students will earn a minimum score of an 75% on all classroom assessments.

Student Measure #2: At least 80% of Science 8 students will earn a minimum score of a 70% on the Science 8 mid-term benchmark exam.

Staff Measure #1: By August 30, all science teachers K-12 will have completed training on explicit vocabulary instruction strategies.

Staff Measure #2: Increase the use of evidence-based explicit vocabulary instruction in classrooms (data collected by walkthroughs) with the intent of increasing student academic achievement on science unit tests, benchmarks, and SOL exams (routine data meetings).

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
1. Science teachers complete professional learning on explicit vocabulary instruction. Options for professional learning include: a. Grade 4-8 VLP Value Series Module on complex text <u>and</u> reading comprehension and content knowledge, or b. Anita Archer vocabulary instruction	8/5/24	8/30/24	Principal Science Department Chair	\$ TBD
2. Develop look-fors for explicit vocabulary instruction as part of the curriculum pathway and share with teachers.	8/5/24	8/30/24	WCPS IRT	\$0
3. Develop a division-wide walkthrough form to collect data on the use of evidence-based explicit instruction strategies in science classrooms	8/5/24	8/30/24	WCPS IRT	\$0
4. Continue support for teachers on explicit vocabulary instruction by establishing PLCs that can support modeling and	8/13/24	5/22/25	Principal	\$0

facilitate discussion around success and support.				
5. Conduct at least 8 walkthroughs of each Science teacher using the data collection form	8/13/24	5/22/25	Principal/AP/Dean	\$0
6. Identify teachers that did not complete training, and establish a remediation schedule to ensure training is complete.	8/30/24	8/30/24	Principal	\$0
7. Teachers may complete a specific coaching cycle on techniques, collecting student data, etc. related to explicit vocabulary instruction.	8/30/24	5/22/25	Teachers	\$0

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

WCPS will support this strategy by identifying and funding options for professional learning in explicit vocabulary instruction and developing a division-wide walkthrough form.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.

Analysis: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
<u>August</u> -Teacher completion of Explicit Vocabulary training, Student Classroom Assessments <u>September</u> -Classroom Walkthrough Data, Student Classroom Assessments <u>October</u> - Classroom Walkthrough Data, Student Classroom Assessments <u>November</u> - Classroom Walkthrough Data, Student Classroom Assessments <u>December</u> - Classroom Walkthrough Data, Student Classroom Assessments, Student Benchmark Data <u>January</u> - Classroom Walkthrough Data, Student Classroom Assessments <u>February</u> - Classroom Walkthrough Data, Student Classroom Assessments	<u>August</u> - <u>September</u> - <u>October</u> - <u>November</u> - <u>December</u> - <u>January</u> - <u>February</u> - <u>March</u> - <u>April</u> - <u>May</u> -

March- Classroom Walkthrough Data, Student Classroom Assessments

April- Classroom Walkthrough Data, Student Classroom Assessments

May-SOL Pass Rates

Domain II: Staffing Supports

Barrier(s): Staff will benefit from working more collaboratively to support students and each other.

SMART Goal Statement: By May 2025, all instructional staff will be trained in and implement the Professional Learning Community (PLC) model as a layer of professional development that lead to an increase of student academic progress as assessed on end of year testing and improved student behavior as assessed by the number of students that receive more than 4 referrals during the school year resulting in improved staff morale.

(Evidence-based) Strategy Name: Using Professional Learning Communities to Impact Teaching Practice and Student Learning
Tier of Evidence: Demonstrates Rationale

Description: Vescio, V., Ross, D., & Adams, A. (2008). A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning. *Teaching and Teacher Education*, 24(1), 80-91.
<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=c1f9febe8e43d6eb0f82f9c2efdfb607efe262fe>
 Antinluoma, M., Ilomaki, L., & Toom, A. (2021). Practices of Professional Learning Communities. *Frontiers in Education*, 6:617613.
<https://www.frontiersin.org/articles/10.3389/feduc.2021.617613/full#:~:text=Evidence%20suggests%20that%20teachers'%20work,et%20al.%2C%202015>.

Student Measure #1: By May 2025, WCMS students will attain a 81% pass rate in Reading, a 76% pass rate in Math, and a 70% pass rate in Science on the SOL assessments.

Student Measure #2: By May 2025, WCMS will reduce the number of students that receive 4 or more referrals so that fewer than 27 students receive 4 or more referrals during the school year.

Staff Measure #1: By September 30, all staff will be trained in the PLC model and begin to implement that model during team meetings with an administrator present for 85% of team meetings.

Staff Measure #2: By May 2025, according to the WCMS Staff Survey, fewer than 10% of staff will be dissatisfied or very dissatisfied with the building administrator’s feedback, training, and guidance in improving performance.

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
1. The WCMS administrative team will be trained on PLCs and develop a PLC meeting agenda for content PLCs and team PLCs to include regular discussion about student academic and behavior data.	7/8/24	8/13/24	Principal	\$0
2. The WCMS administrative team will participate in the WCPS administrative PLC.	7/8/24	5/22/25	Principal/AP/Dean	\$0

3. The WCMS will establish regular content and team PLC meeting dates and times and determine which administrator is responsible for attending each of the PLCs to model PLC discussions.	8/1/24	8/13/24	Principal/AP/Dean	\$0
4. After modeling the PLC structure, the WCMS administrative team will transition leadership of the PLCs to the PLC members while attending meetings in a supportive role.	10/16/24	5/22/25	Principal/AP/Dean/Department Chairs/Team Leaders/Teachers	\$0

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

The WCPS IRT will work to develop a PLC model across the division and train administrators and teachers on that model. WCPS will support the implementation, monitoring, and evaluating of this strategy through an administrator PLC.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.

Analysis: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
<u>August</u> -Administrator and Teacher Training on PLCs, PLC Meeting Agendas, Student Focus File Data, Student Classroom Assessments <u>September</u> - PLC Meeting Agendas, Student Focus File Data, Student Classroom Assessments <u>October</u> - PLC Meeting Agendas, Student Focus File Data, Student Classroom Assessments, Q1 Benchmarks <u>November</u> - PLC Meeting Agendas, Student Focus File Data, Student Classroom Assessments <u>December</u> - PLC Meeting Agendas, Student Focus File Data, Student Classroom Assessments, Q2 Benchmarks <u>January</u> - PLC Meeting Agendas, Student Focus File Data, Student Classroom Assessments <u>February</u> - PLC Meeting Agendas, Student Focus File Data, Student Classroom Assessments	<u>August</u> - <u>September</u> - <u>October</u> - <u>November</u> - <u>December</u> - <u>January</u> - <u>February</u> - <u>March</u> - <u>April</u> - <u>May</u> -

March- PLC Meeting Agendas, Student Focus File Data, Student	
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Classroom Assessments, Q3 Benchmarks	
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<u>April</u> - PLC Meeting Agendas, Student Focus File Data, Student	
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Classroom Assessments	
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<u>May</u> - PLC Meeting Agendas, Student Focus File Data, Student	
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Domain III: Professional Learning Supports

Barrier(s): There is a significant discrepancy between teacher evaluation results and student achievement data. There are currently inconsistent teacher evaluation processes. Our current professional development practices are not currently based on data and aligned to the professional domains for the teacher evaluation.

SMART Goal Statement: By May 2025, all instructional staff will have been trained on and implement highly effective teaching practices that lead to an increase of student academic progress as assessed on end of year testing and improved student behavior as assessed by the number of students that receive more than 4 referrals during the school year.

<p>(Evidence-based) Strategy Name: Evidence-based teaching practices and Scaffolding Tier of Evidence: Demonstrates Rationale</p>	<p>Description: Evidence-based teaching practices https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Evidence-based_teaching_practices.pdf Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. <i>American Educator</i>, 36(1), 12-39. https://www.aft.org/sites/default/files/Rosenshine.pdf</p>
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<p>Student Measure #1: By May 2025, WCMS students will attain a 81% pas rate in Reading, a 76% pass rate in Math, and a 70% pass rate in Science on the SOL assessments.</p>	<p>Student Measure #2: By May 2025, WCMS will reduce the number of students that receive 4 or more referrals so that fewer than 27 students receive 4 or more referrals during the school year.</p>
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<p>Staff Measure #1: By May 2025, all teachers will have participated in training on effective teaching practices using the “Pathways to Success” comprehensive tool</p>	<p>Staff Measure #2: By May 2025, administrators will have been trained on how to distinguish between each performance domains/rating scale for effective teaching practices, thus leading to aligned teacher evaluations to student outcomes</p>
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Action Plan

<p>Action Steps (Describe the step and include who will implement and how often it will be implemented)</p>	<p>Start of Action Step</p>	<p>End of Action Step</p>	<p>Position Responsible for Monitoring</p>	<p>Budget (local, state, federal funds)</p>
<p>1. WCMS administration will be trained on the “Pathways” program for teachers.</p>	<p>7/8/24</p>	<p>8/30/24</p>	<p>Principal</p>	<p>\$0</p>
<p>2. WCMS administration will be trained on the teacher evaluation system.</p>	<p>7/8/24</p>	<p>8/30/24</p>	<p>Principal</p>	<p>\$0</p>
<p>3. WCMS will incorporate evidence-based teacher practices into the walkthrough form to monitor classroom instruction.</p>	<p>8/1/24</p>	<p>8/30/24</p>	<p>Principal/AP/Dean</p>	<p>\$0</p>
<p>4. WCPS “Pathways” program will be introduced to WCMS staff.</p>	<p>8/1/24</p>	<p>8/30/24</p>	<p>Principal/AP/Dean</p>	<p>\$0</p>

5. WCMS will train teachers on evidence-based teaching practices.	8/1/24	8/30/24	Principal/AP/Dean	\$0
6. WCMS teachers will review the relevant “Pathway” and determine their performance on that “Pathway”	8/1/24	9/30/24	Principal/AP/Dean	\$0
7. WCMS teachers will meet with their assigned administrator to review their “Pathway” and set professional development goals for the year.	9/1/24	9/30/24	Principal/AP/Dean/Teachers	\$0
8. WCMS teachers will attend customized professional development based on their goals.	9/1/24	5/22/25	Principal/AP/Dean	\$0
9. WCMS administrators will meet with teachers after semester 1 to discuss progress along their “Pathway”, their goals, and classroom walkthroughs and observations during semester.	1/1/25	1/30/25	Principal/AP/Dean	\$0

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

The WCPS IRT will develop and create a “Pathways” program to specify the essential knowledge and skills teachers need to have as a new teacher, an effective teacher, and an exemplary teacher. The WCPS IRT will train administrators on the program and offer staff professional development during the school year and on professional learning days. The WCPS IRT will also review the use of Evaluate for teacher evaluation, develop an updated WCPS Teacher Evaluation Handbook, and train administrators on teacher evaluation.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
Analysis: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
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August-Training Agendas, Teacher Annual Goal	August-			
Creation Data, Teacher PD Attendance in Frontline	September-			
Domain IV: School Climate Supports	October-			
September-Teacher Annual Goal Creation Data,	November-			
Barrier(s): Student absenteeism and tardiness, Consistent teacher enforcement of school rules, student and parent engagement related to academic performance				
Teacher PD Attendance in Frontline, Classroom				
SMART Goal Statement: By May 2025, WCMS will develop	December-			
with School Board policies to reduce the number of students that are chronically absent and receive 4 or more referrals during the year to not exceed 95% of the student body.	January-			
October-Teacher PD Attendance in Frontline,	February-			
Classroom Walkthrough Data	March-			
(Evidence-based) Strategy Name: Modify the classroom learning environment to decrease problem behavior. (IES, WWC Practice Guide,	April-	Description: Modify the classroom learning environment to decrease problem behavior. 1. Revisit, re-practice, and reinforce classroom behavioral expectations. 2. Modify the classroom environment to encourage instructional momentum. 3. Adapt of vary instructional strategies to increase opportunities for academic success and engagement.		
Classroom Walkthrough Data	May-			
Tier of Evidence: Strong				
December-Teacher PD Attendance in Frontline,				
Classroom Walkthrough Data				
Student Measure #1: By May 2025, WCMS will reduce the number of students that are chronically absent to no more than 58 students (or 11% of the student body).		Student Measure #2: By May 2025, WCMS will reduce the number of students that receive 4 or more referrals so that fewer than 27 students (or 5% of the student body) receive 4 or more referrals during the school year.		
January-Teacher PD Attendance in Frontline,				
Classroom Walkthrough Data, Teacher Mid-Year				
Staff Measure #1: By May 2025, all teachers will have participated in training on effective teaching practices using the “Pathways to Success” comprehensive tool to support student engagement and attendance.		Staff Measure #2: By May 2025, the administration will establish school-wide expectations and all teachers will consistently enforce, and re-enforce, those expectations with the students.		
February-Teacher PD Attendance in Frontline,				
Classroom Walkthrough Data				
	Action Plan			
March-Teacher PD Attendance in Frontline,				
Action Steps				
(Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Classroom Walkthrough Data				
Classroom Walkthrough Data will review, revise and	7/1/24	8/1/24	Principal	\$0
establish school behavior expectations.				
May-Teacher PD Attendance in Frontline				
Classroom Walkthrough Data, Teacher End-of-Year	7/1/24	8/1/24	Principal/AP/Dean	\$0
Goal Data				
Use a matrix to ensure consistency across				
the school when managing student behavior incidents.				
3. The WCMS administration will add information related to the consistent enforcement of school rules to the school walkthrough observation form.	7/1/24	8/1/24	Principal	\$0

4. The WCMS administration will train teachers on effective teaching practices using the WCPS “Pathways to Success” tool.	8/1/24	8/30/24	Principal/AP/Dean	\$0
5. The WCMS administration will inform and review student behavioral expectations with all school staff.	8/1/24	8/30/24	Principal/AP/Dean	\$0
6. The WCMS administration will inform and review student behavioral expectations with all students during the first week of school.	8/13/24	8/16/24	Principal/AP/Dean	\$0
7. The WCMS administration will conduct and collect data on consistent enforcement and reinforcement of behavioral expectations throughout the school year using the classroom walkthrough form.	8/13/24	5/22/25	Principal/AP/Dean	\$0
8. School-level PLCs will meet bi-weekly to review student behavior data and develop individual plans to address student behavior.	8/13/24	5/22/25	Principal/AP/Dean/Team Leaders	\$0
9. The WCMS administration will meet with students quarterly to review student behavioral expectations.	10/15/24	3/30/25	Principal/AP/Dean	\$0

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.	
WCPS will support this strategy by completing the current review of discipline policies and finalizing the Student Code of Conduct.	
Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.	
Analysis: Address impact and next steps.	
Evidence of Progress (update monthly)	Analysis of Progress (update monthly)

<p><u>August</u>-Training Agendas, Completed Discipline Matrix, Student Behavior Presentations, Classroom Walkthrough Data, Attendance Data, Discipline Data</p> <p><u>September</u>- Classroom Walkthrough Data, Attendance Data, Discipline Data</p> <p><u>October</u>- Student Behavior Presentations, Classroom Walkthrough Data, Attendance Data, Discipline Data</p> <p><u>November</u>- Classroom Walkthrough Data, Attendance Data, Discipline Data</p> <p><u>December</u>- Classroom Walkthrough Data, Attendance Data, Discipline Data</p> <p><u>January</u>- Student Behavior Presentations, Classroom Walkthrough Data, Attendance Data, Discipline Data</p> <p><u>February</u>- Classroom Walkthrough Data, Attendance Data, Discipline Data</p> <p><u>March</u>- Student Behavior Presentations, Classroom Walkthrough Data, Attendance Data, Discipline Data</p> <p><u>April</u>- Classroom Walkthrough Data, Attendance Data, Discipline Data</p> <p><u>May</u>- Classroom Walkthrough Data, Attendance Data, Discipline Data</p>	<p><u>August</u>-</p> <p><u>September</u>-</p> <p><u>October</u>-</p> <p><u>November</u>-</p> <p><u>December</u>-</p> <p><u>January</u>-</p> <p><u>February</u>-</p> <p><u>March</u>-</p> <p><u>April</u>-</p> <p><u>May</u>-</p>
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