Forsyth County Schools

A safe, connected, and thriving community for all

Otwell Middle School

2024-2025

School Improvement Plan

Principal:
Precilla Saint-Jean

School Vision Statement:
Promote a community where people are empowered to find their passions and place in the world.

School Mission Statement:
To foster and celebrate a collaborative learning community through positive relationships and authentic learning.

School Belief Statements:
Put people first
Build community
Model integrity
Invest in growth
Serve intentionally

Otwell Middle School
2024-2025 School Improvement Plan

FCS Goal Area: Social & Emotional Health

FCS Performance Objective C: Promote respect, wellness, and balance for staff and students

Major Focus Continued implementation of DAWG Initiative, our positive behavior support system for students and staff.

Performance Measures:

- Increase staff attendance at connect events.
- Increase the number of students and staff being positively recognized.
- Improve student behavior as measured by office referrals.
- Increase the number of students who feel supported by an adult and/or peer.
- Increase the number of staff utilizing ongoing support opportunities.

Action Steps

Semester #1 Action Steps

- Refine and implement a positive behavior intervention and support system for students with student led lessons. (DAWG).
- Promote student involvement in clubs, sports, and extracurricular activities.
- Continue to refine the Culture and Climate School Improvement Team with a focus on teacher recognition through Teacher of the Month, Staff Member of the Month and Dawg Bones Shoutouts.
- Develop a system for collecting evidence of attendance at school sponsored events.
- Develop and implement professional learning for effective classroom management.
- Continued development and refinement of support teams to accurately identify, support, and mentor students through MTSS.
- Develop and Implement Wellness Wednesdays during Synergy class to encourage a positive support system and create opportunities for students to identify more trusted adults.
- Expand NEO to include stronger connections with mentors and instructional support.
- Build a stronger connection between PTO, community, and staff.
- Develop staff leadership by harnessing their strengths and empowering them to lead initiatives through School Improvement Teams.
- Continue to create opportunities for staff to connect through Faculty Connect events during and outside of the school day.

Semester #2 Action Steps

- Refine and implement a positive behavior intervention and support system for students with student led lessons (DAWG Initiative).
- Continue promotion for student involvement in clubs, sports, and extracurricular activities.
- Continue to refine the Culture and Climate School Improvement Team with a focus on teacher recognition through Teacher of the Month, Staff Member of the Month and Dawg Bones Shoutouts.
- Develop and implement professional learning for effective classroom management.
- Continued development and refinement of success teams to accurately identify, support, and mentor students through MTSS.
- Develop and Implement Wellness Wednesdays during Synergy class to encourage a positive support system and create opportunities for students to identify more trusted adults.
- Expand NEO to include stronger connections with mentors and instructional support.
- Build a stronger connection between PTO, community, and staff.
- Develop staff leadership by harnessing their strengths and empowering them to lead initiatives through School Improvement Teams.
- Continue to create opportunities for staff to connect through Faculty Connect events during and outside of the school day.

Performance Measures: Year-End Results

2023-2024 (Baseline):

-Staff connect events - 10
-Students and staff being positively recognized – 1866 positive referrals. Staff - Spotlight on You (38), TOTM/SMOTM (20), DAWG Bone winners – 50, Staff Spirit Week raffles – 41, Staff Appreciation Days – 10
-Level 3 and Level 4 Discipline referrals - 483
-Percentage of students who feel supported at school – 84%
-Number of staff who feel they have ongoing support -Induction Meetings – 7, Coffee and Collaboration Days – 6, Coaching Impact Cycles – 10, Content Collaboration Days per Content – 2, PL Sessions - 3

2024-2025:

Reflection on Results:

In our second year of DAWG Initiative implementation (PBIS) students and staff were positively recognized daily, weekly, and monthly through student DAWG positive referrals, student DAWG spotlight, teacher DAWG bones, and teacher/staff of the month. As we strengthen our implementation of the DAWG Initiative, we will improve how we positively recognize students and staff, develop DAWG Initiative lessons to teach and model appropriate behavior for students, refine our tiered system/flowchart for teachers reporting undesirable behaviors, and provide teachers with successful classroom management strategies and tips on how to maintain classroom discipline with fidelity provided by our Instructional Coaching Team.

Otwell Middle School
2024-2025 School Improvement Plan

FCS Goal Area: Climate, Culture, & Community

FCS Performance Objective B: Work collaboratively with all people to promote inclusivity, school pride, and belonging

Major Focus: Promote a community in the Central Cluster where all people feel seen, heard, valued, and connected.

Performance Measures:

- Increase usage in two-way communication and tools from previous year.
- Increase community attendance at cluster-wide events.

Action Steps

Semester #1 Action Steps

- Revise cluster two-way communication plan that is parent friendly and accessible to all.
- Cluster-wide community engagement events – Fall Festival, Winter Festival, and the Heart of Forsyth Festival.
- Increase job-alike collaboration to strengthen vertical partnership and community engagement.
- Continue to survey staff, parents, students, and community members through a Comprehensive Needs Assessment to include their input on school wide initiatives.
- Establish partnerships with businesses and community members to build connections and foster outreach opportunities.
- Partner Wellness Wednesday offerings with student interests.
- Develop a Newcomer Breakfast for our newly registered students.
- Develop a Guiding Coalition to collaborate and guide OMS on our processes, systems, and structures.

Semester #2 Action Steps

- Revise cluster two-way communication plan that is parent friendly and accessible to all.
- Cluster-wide community engagement events – Fall Festival, Winter Festival, and the Heart of Forsyth Festival.
- Increase job-alike collaboration to strengthen vertical partnership and community engagement.
- Continue to survey staff, parents, students, and community members through a Comprehensive Needs Assessment to include their input on school wide initiatives.
- Establish partnerships with businesses and community members to build connections and foster outreach opportunities.
- Partner Wellness Wednesday offerings with student interests.
- Develop a Newcomer Breakfast for our newly registered students.
- Develop a student advisory program to council admin and teacher leaders.

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2023-2024 (Baseline):

- Parent Newsletter average views 652 per week, 4,027 Facebook followers with 10,000 post engagements, 1,405 Instagram followers.
-Bulldawgs Unleashed Podcast (63 episodes), Otwell News Network (ONN, 16 episodes), DAWG Talk and Bulldog Bites -2778 downloads and 144 followers
-The Heart of Forsyth hosted three main events to promote inclusivity, school pride, and belonging. Estimated family attendance:
Treat Street: 550, Winterfest: 700, and Heart of Forsyth: 450.
-Community attendance at school events – Cyber Safety Night (33), ELA Night (31), ESOL Parent Night (12), Math Night (23), Rising 6th Grade Night 275, DLI Night (31), Curriculum Night (189). 682 respondents for community surveys.

2024-2025:

Reflection on Results:

Feedback was very positive from staff, students, and community members. Community members shared they enjoyed the Heart of Forsyth events and sessions were relevant and well organized. Feedback was to continue with Heart of Forsyth events.

Otwell Middle School
2024-2025 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objectives A & B: Increase student achievement and growth

Major Focus: Strengthen our Professional Learning Communities to increase achievement and Lexile growth for all students.

Performance Measures:

- 100% of Collaborative Teams will work through the PLC process.
- 100% of Collaborative Teams will establish norms, develop collective professional learning goals, and develop common success criteria.
- Increase growth on Milestones for all students.
- Increase Lexile averages for each grade level.
- Pre and Post Beacon Data (full battery of tests).
- Formative and Summative Data.
- MyOn digital library data.
- Movement is fluid within Tiers to meet individual student needs.

Action Steps

Semester #1 Action Steps

- Implement and monitor job-embedded professional learning with a continued focus on Collaborative Team Facilitator professional learning.
- Implement and monitor job-embedded professional learning with a focus on formative assessments and differentiation.
- Collaborative Teams will continue to calibrate a common understanding of standards-based learning targets and success criteria.
- Teachers will participate and engage in professional learning communities to collaboratively plan for effective instruction using formative data.
- Teachers will utilize instructional framework to improve instruction for all students.
- Collaborative Team will use of Pre and Post Beacon Data and of Formative and Summative Data to guide, adjust, and supplement instruction.
- Utilize Enrichment class as a Reading Workshop class to increase reading stamina, reading levels, and achievement in all academic areas through infusing content specific text.
- Confer with students during fifth academic – Enrichment - – to progress monitor goals.

Semester #2 Action Steps

- Implement and monitor job-embedded professional learning with a continued focus on Collaborative Team Facilitator professional learning.
- Implement and monitor job-embedded professional learning with a focus on formative assessments and differentiation.
- Collaborative Teams will continue to calibrate a common understanding of standards-based learning targets and success criteria.
- Teachers will participate and engage in professional learning communities to collaboratively plan for effective instruction using formative data.
- Teachers will utilize instructional framework to improve instruction for all students.
- Collaborative Team will use of Pre and Post Beacon Data and of Formative and Summative Data to guide, adjust, and supplement instruction.
- Utilize Enrichment class as a Reading Workshop class to increase reading stamina, reading levels, and achievement in all academic areas through infusing content specific text.
- Confer with students during fifth academic – Enrichment - – to progress monitor goals.
- Continue to celebrate academic successes.

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2023-2024 (Baseline):

Awaiting Georgia Milestone/CCRPI Results

2024-2025:

Reflection on Results:

Through district led professional learning and the Professional Learning Communities at OMS, teachers worked on meeting individualized needs of students. Participation in the district PL and the OMS Instructional Coaching Team supported changes in instructional delivery models across our building to improve instructional practice and student achievement. Our focus on literacy allowed OMS staff to focus on reading and writing across all content areas. While we are still awaiting literacy indicator data, our overall Lexile averages grew. Additional changes in 5th academic structure next year will yield higher Lexile average results.

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2024-2025 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective D: Develop and sustain consistent assessment practices

Major Focus: Utilize the PLC process to develop and implement consistent assessment practices.

Performance Measures:

- PLC agenda
- 100% of the Collaborative Teams will work through the PLC process.
- Increase the number of common formatives and summatives within the same level course.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Gather baseline data on the number of common assessments. • Collaborative teams will calibrate common assessments based on standards, learning targets, and success criteria. • Use department meetings/PLC days to have discussions that promote vertical alignment. • Use the backward design process to develop formatives that align to summatives. • Collaborative teams will use formative data o adjust instruction to meet the needs of all learners. • Collaborative teams will determine a common process for recovery and remediation. • Collaborative teams will analyze and reflection summative data to determine validity and effectiveness of the assessment. • Collaborative teams will match the cognitive demand of the standards to the summative assessment. • Gather baseline data on the number of common assessments being given.	• Implement and monitor job-embedded professional learning with a continued focus on Collaborative Team Facilitator professional learning. • Implement and monitor job-embedded professional learning with a focus on formative assessments and differentiation. • Collaborative Teams will continue to calibrate a common understanding of standards-based learning targets and success criteria. • Teachers will participate and engage in professional learning communities to collaboratively plan for effective instruction using formative data. • Teachers will utilize instructional framework to improve instruction for all students. • Collaborative Team will use of Pre and Post Beacon Data and of Formative and Summative Data to guide, adjust, and supplement instruction. • Utilize Enrichment class as a Reading Workshop class to increase reading stamina, reading levels, and achievement in all academic areas through infusing content specific text. • Confer with students during fifth academic – Enrichment - – to progress monitor goals.

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2023-2024 (Baseline):

2024-2025:

Reflection on Results: