Forsyth County Schools

A safe, connected, and thriving community for all

Otwell Middle School

2023-2024

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
2023-2024 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 frequency of staff 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 who feel that they have ongoing support.

Action Steps

Semester #1 Action Steps	Semester #2 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. • Partner with School Safety to 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.	• Refine and implement a positive behavior intervention and support system for students with student led lessons (DAWG Initiative). • Establish a baseline 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. • Partner with School Safety to 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

2022-2023 (Baseline):
Baseline staff connect events - 10
Baseline students and staff being positively recognized - students - 323, teachers 40
Level 3 and Level4 Discipline referrals down from 343 to 268
From 1-5, Average of students who feel supported at school - 3.60

2023-2024:

Reflection on Results:

In our first 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 of the month. When students were referred to OMS administration it was often for infractions in the classroom. As we continue to implement the DAWG Initiative, we will improve how we positively recognize students and teachers, develop DAWG Initiative lessons to teach and model appropriate behavior for students, develop and implement a 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 FCS School Safety Department.

Otwell Middle School
2023-2024 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.
- Increase the number of participants on community surveys.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Revise and implement a cluster two-way communication plan that is parent friendly and accessible to all. • Refine 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.	• Revise and implement a cluster two-way communication plan that is parent friendly and accessible to all. • Refine 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. • Revise trusted adult survey. • Develop and administer stakeholder perception survey. • Develop a student advisory committee to council admin and teacher leaders.

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):

The Heart of Forsyth hosted three main events to promote inclusivity, school pride, and belonging.
Estimated family attendance is listed below:
Treat Street: 350, Winterfest: 500, and Heart of Forsyth: 350. The total attendance was 1,280.
3,776 Facebook followers with 5,000 post engagements, 1,363 Instagram followers.
Launched Bulldawgs Unleashed Podcast and Otwell News Network (ONN).

2023-2024:

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
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus:
Strengthen our Professional Learning Communities in order to increase student achievement.

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 Milestones scores for all students.
- Increase Lexile averages for each grade level.
- Pre and Post Beacon Data.
- Formative and Summative Data.
- MyOn digital library data.
- Decrease the number of students on Tier 2 and Tier 3.

Action Steps

Semester #1 Action Steps	Semester #1 Action Steps
• Implement and monitor job-embedded professional learning with a 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 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. • Teachers will utilize instructional framework to improve instruction for all students. • Collaborative Team will use of Pre and Post Beacon Data to guide and adjust instruction. • Collaborative Team will use of Formative and Summative Data to guide and adjust instruction. • Redesign Enrichment class as a Reading Workshop class to increase reading stamina, increase reading levels, and increase achievement in all academic areas. • Data conference with students during fifth academic – Enrichment - – to progress monitor goals. • Develop and Implement Executive Functioning Skills during Synergy class to encourage student time management, accountability, and success.	• Implement and monitor job-embedded professional learning with a 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 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. • Teachers will utilize instructional framework to improve instruction for all students. • Collaborative Team will use of Pre and Post Beacon Data to guide and adjust instruction. • Collaborative Team will use of Formative and Summative Data to guide and adjust instruction. • Redesign Enrichment class as a Reading Workshop class to increase reading stamina, increase reading levels, and increase achievement in all academic areas. • Data conference with students during fifth academic – Enrichment - – to progress monitor goals. • Develop and Implement Executive Functioning Skills during Synergy class to encourage student time management, accountability, and success. • Continue to celebrate academic successes.

Performance Measures: Year-End Results

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

2022-2023 (Baseline):
Awaiting Georgia Milestone/CCRPI Results

2023-2024:

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 establishment of the OMS Instructional Coaching Team supported changes in instructional delivery models across our building to improve instructional practice and student achievement.

Otwell Middle School

2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus:

Increase the average Lexile scores for all grade levels.

Performance Measures:

- Increase Milestones scores for all students.
- Increase Lexile averages for each grade level.
- Pre and Post Beacon Data.
- Formative and Summative Data.
- MyOn digital library data.
- Decrease the number of students on Tier 2 and Tier 3.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Implement and monitor job-embedded professional learning with a 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 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. • Redesign Enrichment class as a Reading Workshop class to grow reading stamina, grow reading levels, and grow in all academic areas. • Data conference with students during fifth academic – Enrichment – to progress monitor goals. • Continue to meet with Share Team twice a month. • Continued development and refinement of success teams to accurately identify, support, and mentor students through MTSS. • Develop and Implement Executive Functioning Skills during Synergy class to encourage student time management, accountability, and success.	• Implement and monitor job-embedded professional learning with a 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 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. • Redesign Enrichment class as a Reading Workshop class to grow reading stamina, grow reading levels, and grow in all academic areas. • Data conference with students during fifth academic - Enrichment. • Continued development and refinement of success teams to accurately identify, support, and mentor students through MTSS. • Develop and Implement Executive Functioning Skills during Synergy class to encourage student time management, accountability, and success.

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

Awaiting Literacy Indicator of CCRPI

2023-2024:

Reflection on Results:

A change in 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.