Forsyth County Schools

A safe, connected, and thriving community for all

Riverwatch Middle School

2023-2024

School Improvement Plan

Principal: Carrie MacAllaster

School Mission/Vision Statement(s): RMS is a professional learning community that assures that all students reach their maximum potential by:

- **Providing high quality instruction**
- **Focusing on effective communication skills**
- **Nurturing healthy relationships and community ties**
- **Fostering well-rounded, life-long learners**

Together we learn, Exeed, Achieve, and Dream.

School Belief Statements: We believe that a happy, healthy, and hardy school climate is vital to success for all.

- **A happy culture helps everyone develop confidence in their ability to succeed.**
- **A healthy culture is one where we can find balance in life, developing interpersonal skills, and nurturing ourselves and others.**
- **A hard culture is one where each of us holds a growth mindset that allows us to face challenges with a robust support system around us.**

Riverwatch 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: Continue to facilitate a school climate of safety, connectedness, and efficacy among ALL through the use of our Panther PRIDE supports.

Performance Measures:

- Panther PRIDE (Personal Responsibility, Respect, Integrity, Determination, and Empathy) Rewards Data
- Student Survey Data
- Teacher Survey Data
- Student Health Survey

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Conduct interest surveys with staff and students by the end of September • Conduct SAS survey in October • Communicate PRIDE expectations and rewards in RMS Parent University (Curriculum Nights) • Provide professional development on consistent implementation of our PRIDE expectations and rewards. • Analyze Rewards data every 9 weeks	• Conduct satisfaction surveys with staff and students by the end of April • Parent survey on PRIDE expectations ? • Develop booster lessons to address student needs based on data. • Parent University PRIDE session with connection to home (Rising Nights) • Analyze Rewards data every 9 weeks

Performance Measures: Year-End Results

2022-2023 (Baseline): Referrals and Recognition data

2023-2024: End of year surveys and Referral/Recognition data
Data Pull Document for 23-24 SY

Reflection on Results:

In our fourth year of PRIDE implementation staff and students noted a clearer understanding of common area (hallway, cafeteria, playground, and bathroom) behavioral expectations. We will continue to calibrate on teacher managed and admin managed referrals. When students were referred to RMS Administrators for behavioral needs it was often due to infractions within the classroom. We will continue to work with teachers, so that they understand tier 1 referrals and that consequences are consistent among grade levels. We will also continue to provide booster lessons to students to help them better understand our expectations. As the Pride initiative continues to roll out in subsequent years we will be able to fine-tune our behavioral supports to include classroom practices and support student's individual problem-solving skills. Our next steps are to create PBIS leadership with an inclusive representation of students.

Riverwatch 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: Work collaboratively with RMS staff and all the schools within our Lambert Connected Parent University to promote inclusivity, school pride, and belonging by bringing awareness to the diversity represented in our community.

Performance Measures:

- Health Survey
- Curriculum Night Feedback Data
- Event Participation Data
- Parent University Feedback Data
- Parent University Satisfaction Survey
- Panther PRIDE (Personal responsibility, Respect, Integrity, Determination, and Empathy) Recognition Data
- Needs Assessment (Pre and Post)

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Use local school data and feedback to create the topics for Parent University sessions. • Survey parents on which topics to be covered at Parent University sessions. • Conduct RMS Survey (Curriculum Night pre and post survey) • Conduct Lambert Vertical Parent University • Pull baseline data on teacher reward redemption during 22-23 school year • Review teacher needs assessment to plan for teacher rewards for 23 -24 school year	• Use local school data and feedback to inform topics created for Fall '24 • Survey parents in order to inform our topics to be covered at Parent University sessions. • Conduct RMS Parent University (Rising Nights and Panther Camp) • Conduct Lambert Vertical Parent University

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):

2023-2024: Data Pull Document for 23-24 SY

Reflection on Results:

Feedback was very positive in Fall and we once again used that to craft our Spring session offerings. Spring feedback also was very positive but attendance was very low. It has been determined from survey data and attendance that we will only offer one Parent U offering in the 2024-2025 SY and we will offer sessions based on the feedback from parents from the 23-24 SY fall and spring survey data.

Riverwatch Middle School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: All students will demonstrate growth in Lexile.
Performance Measures:

- Ga Milestones
- Milestones
- BEACON
- Fast Bridge and Progress Monitoring Data

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Use formative diagnostic data to determine and differentiate for students in need of support. • Intentionally schedule students who are reading below grade level with an ELA teacher for Panther Time. • Place students needing additional support in smaller ELA classes with a teacher trained in foundational literacy. • Implement job-embedded PL on literacy instructional strategies. • Provide instructional resources to encourage student literacy engagement in core content areas • Conduct Literacy Instructional Rounds and provide feedback • Differentiate interventions to meet the reading needs of each student in Literacy classes.	• Continue to use data to determine and differentiate for students in need of literacy support. • Implement job-embedded PL on literacy instructional strategies • Continue Literacy Instructional Rounds and provide feedback • Analyze data from specialized ELA classes to determine intentional scheduling for the 2024-2025 school year, both for students who were in the class and future students with similar needs.

Performance Measures: Year-End Results

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

2022-2023 (Baseline):
Ga Milestones Data shows

2023-2024: Data Pull Document for 23-24 SY

Reflection on Results:

Our school is continuing to monitor the Professional Learning Communities and their impact on student growth and achievement. We had T&L Talks with staff that helped to focus the work of PLCs and allowed teachers to share their work in their PLCs with their colleagues. Coaching was provided to PLC facilitators to increase their capacity to lead, and we will continue this work into next year. In the 24-24 SY we are creating an Instructional Facilitator training series to help support the leadership of these content leaders. Instructional Rounds classroom observations have shown an increase in the fidelity of best practices with our PLCs; however, we want to continue to grow in these practices as teams solidify and strengthen. We will be providing our teachers

more choice in professional development, so that teachers can choose what area of engagement they will work on in the coming year. Our continued goal is to impact student achievement through more effective Professional Learning Communities.

Riverwatch Middle School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Increase student achievement, by implementing job-embedded professional development, so that teachers monitor and adjust instruction as a result of formative assessment data reflection.

Performance Measures:

- Georgia Milestones
- CCRPI
- Department Team Goal Data
- Teachers Data Summary by Team/Grade Level

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Create and deploy an Instructional Coaching team with expertise in all contents who will support PLCs. • Intentional visible learning • PLCs will establish and implement norms and protocols for planning and analyzing formative and summative data. • Create grade level Instructional Facilitators who will model best practices and work with the coaching team to improve learning outcomes. • Administration will monitor teachers' use of formative data to inform instruction.	• PLCs will continue to implement norms and protocols for planning and analyzing formative and summative data. • Intentional visible learning • Admin, Coaching Team ,and PLCs will reflect on progress and plan for next steps • Instructional Facilitators will gather and analyze data to inform our focus for next year.

Performance Measures: Year-End Results

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

2022-2023 (Baseline):
https://docs.google.com/document/d/1ihuG_Q6l0AuP2xQdx-2jP76ibv9H7CHT6iN_1ip93m8/edit?usp=sharing

2023-2024:

Data Pull Document for 23-24 SY

Reflection on Results:

This year, we created a specific focus on reading and literacy in each grade level and took several steps to train staff in practices that support increasing literacy levels for all students. During Panther Time we embedded reading and literacy practices to ensure that students were receiving the work time to increase their literacy and to work on their reading comprehension. Staff was trained through targeted professional development on effective strategies and we will continue this practice in the 24-25 SY.. We also intentionally used three days a week during Panther Time to ensure that students had the opportunity to practice skills in reading, literacy, and match. In the coming year based on this data, we will be more intentional about how students are monitored and we will be pulling data with fidelity on a weekly basis to remand students to different classrooms to focus on the areas of study that will increase their foundation in the needed discipline. We will continue to work with teachers in all content areas to intentionally increase the incorporation of activities related to reading, writing, listening, and speaking. We will specifically work on a training series for our Instructional Facilitators to help them better lead their PLCs effectively. As our students have moved from one grade level to the next, they are showing growth in their reading skills. We will also be intentional about increasing our vertical meeting opportunities as teachers were clear in their desire to have more time in vertical teams.