

Riverwatch Middle School

FCS Strategic Goal Area	FCS Strategic Performance Objective	Major Focus
#1. Social & Emotional Health	(C) Promote respect, wellness, and balance for staff and students	Develop and facilitate a school climate of safety, connectedness, and efficacy among ALL through the use of our Panther PRIDE supports.
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	Work collaboratively with all the schools in our Lambert Community to promote inclusivity, school pride, and belonging by developing a Lambert Community Parent University.
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Increase student achievement, by implementing job-embedded professional development, so that teachers monitor and adjust instruction as a result of formative assessment data reflection.
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Increase the percentage of students scoring at the midpoint and above on their Lexile grade level stretch band.

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FCS Strategic Goal Area	Reflection on Year #1
#1. Social & Emotional Health	In our third year of Pride implementation staff and students noted a clearer understanding of common area (hallway, cafeteria, playground, and bathroom) behavioral expectations. When students were referred to RMS Administrators for behavioral needs it was often due to infractions within the classroom. 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.
#4 Climate, Culture, & Community	Feedback was very positive in Fall and we used that to craft our Spring session offerings. Spring feedback also was very positive and parents shared they enjoyed the sessions and wanted us to continue offering items like this.
#5 The Learner Experience	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. 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. Our continued goal is to impact student achievement through more effective Professional Learning Communities.
#5 The Learner Experience	This year, we created a specific focused 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 also participated in DEAR, so that students were given intentional time to work on their reading skills. Staff was trained through targeted professional development on effective strategies. 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 math. English Language Arts teachers also participated in district training targeted at supporting students in strengthening reading skills impacted by pandemic-related learning loss. 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. As our students have moved from one grade level to the next, they are showing growth in their reading skills.