

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective A: Increase student achievement and growth

Cabinet Leader: Lee Anne Rice

Initiative #1: Increase student achievement

Performance Measures:

- Establish baseline; 3% increase of the gap as measured by Content Mastery in CCRPI by content areas and student groups.

Checkpoints

December	March
Achievement Baseline for Content Mastery was established with GA Milestones Spring 2022: <ul style="list-style-type: none"> ES: 92.1 MS: 88.1 HS: 91.1 	End Of Course (EOC)/End Of Grade (EOG) exams will be administered April 24- May 12; Results from Milestones testing will be available in July.

Year-end Results

Content Mastery scores in CCRPI will be available in November 2023. Below are results from the 2023 Georgia Milestones Assessment broken down by grade level and course.

EOG		2023					
Subject	Grade	% Beg	% Dev	% Pro	% Dis	% ≥ Pro	% ≥ Dev
ELA	Grade 3	18	21	34	27	61	82
ELA	Grade 4	16	27	34	23	57	84
ELA	Grade 5	11	25	45	19	64	89
ELA	Grade 6	14	23	43	20	63	86
ELA	Grade 7	14	24	45	18	63	86
ELA	Grade 8	13	25	39	23	62	87
Math	Grade 3	8	21	37	35	71	92
Math	Grade 4	7	20	36	37	73	93
Math	Grade 5	11	21	28	40	68	89
Math	Grade 6	8	27	34	31	65	92
Math	Grade 7	8	23	31	38	69	92
Math	Grade 8	8	27	37	28	65	93
Science	Grade 5	17	21	40	23	62	83
HS Physical Science	Grade 8	22	27	36	16	52	78
Social Studies	Grade 8	12	28	36	24	60	88

EOC Course	Forsyth County					
	% Beg	% Dev	% Pro	% Dis	% ≥ Pro	% ≥ Dev
American Literature	8	25	51	16	69	93
Algebra I	12	25	34	29	63	88
Biology	10	19	39	32	71	90
US History	12	32	44	13	57	89

% Beg = Percent of students scoring at Beginning

% Dev = Percent of students scoring at Developing

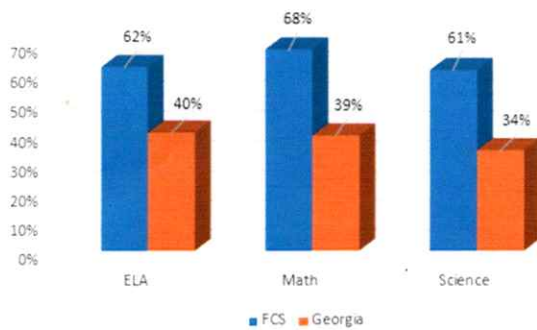
% Pro = Percent of students scoring at Proficient

% Dis = Percent of students scoring at Distinguished

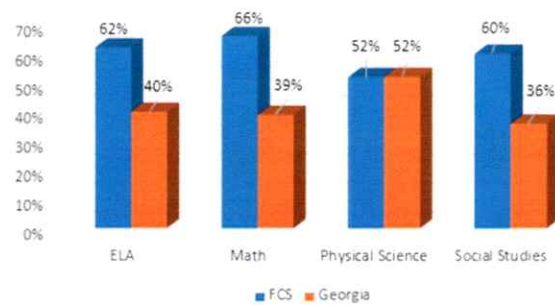
% ≥ Pro = Percent of students scoring at Proficient or higher

% ≥ Dev = Percent of students scoring at Developing or higher

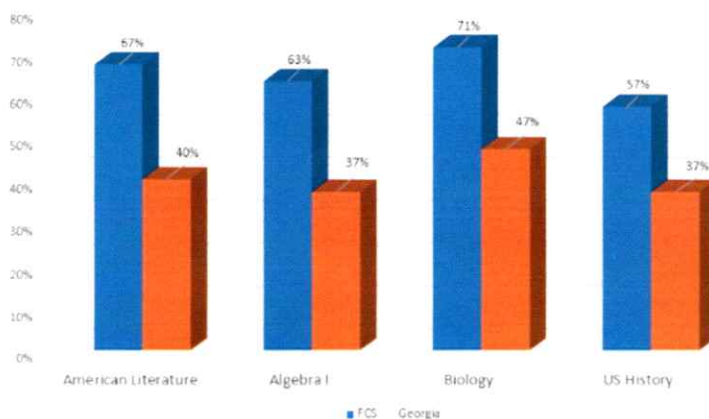
2023 EOG Grades 3-5



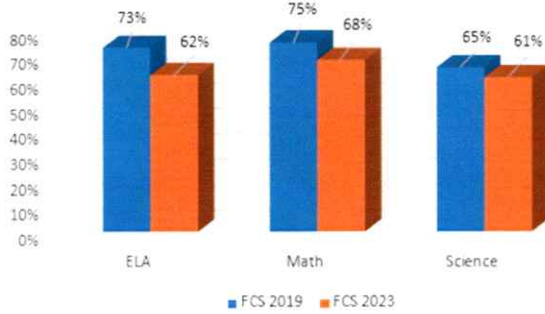
2023 EOG Grades 6-8



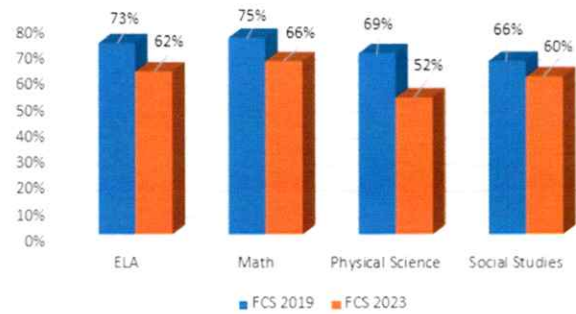
2023 EOC



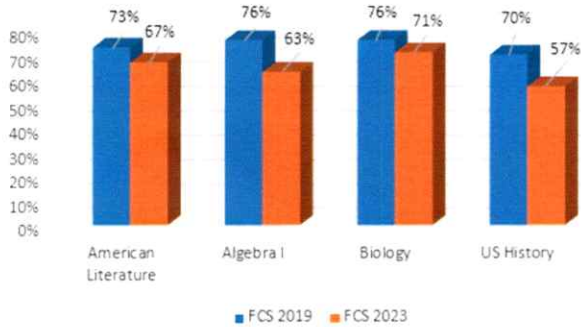
FCS EOG 3-5 2019 to 2023



FCS EOG 6-8 2019 to 2023



FCS EOC 2019 to 2023



Reflection on Results:

In the 15 EOG tests administered to our students, Forsyth County Schools ranked 1st for large systems (over 1000 students tested) in 11 tests (Grade 3 ELA/Math, Grade 4 ELA/Math, Grade 5 ELA/Math, Grade 6 ELA/Math, Grade 7 ELA/Math, and Grade 8 Math), 2nd in 3 tests (Grade 5 Science, Grade 8 ELA/Social Studies), and 4th in one test (Grade 8 HS Physical Science).

In the 4 EOC tests we administered to our students, Forsyth County Schools ranked 1st for large systems (over 1000 students tested) in 3 tests (American Literature, Algebra I, and Biology) and 2nd in one test (US History).

While we have not regained our achievement levels from before COVID-19 impacted our instruction, these results show that we are moving in a positive direction and continue to lead the state in academic performance.

During 2022-2023, Content Specialists from the Teaching and Learning department provided professional learning and curriculum support to schools across the district based on the goals and action steps in their School Improvement Plans. A concerted focus was on providing job-embedded, on-going, relevant, content-focused learning opportunities with time for practice, feedback, and reflection. This work will continue in 2023-2024 with an intentional focus on our Instructional Framework, specifically in the Plan, Implement, and Monitor phases.

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective A: Increase student achievement and growth

Cabinet Leader: Lee Anne Rice

Initiative #2: Increase student growth

Performance Measures:

- Establish baseline once growth data becomes available, again; 3% increase of the gap as measured by Progress in CCRPI by content areas and student groups.

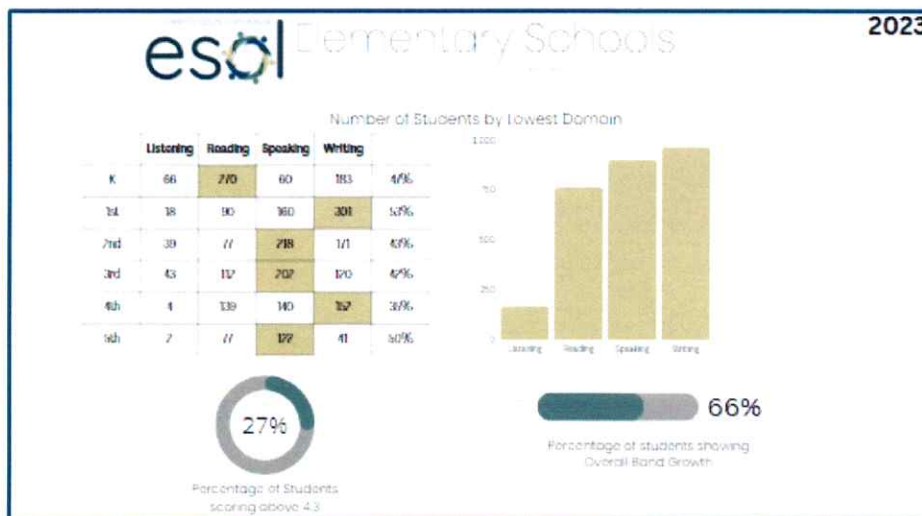
Checkpoints

December	March
<p>Growth Baseline for Math & ELA will be established with GA Milestones 2023.</p> <p>Growth Baseline for English Language Proficiency was established with ACCESS in Winter 2022:</p> <ul style="list-style-type: none"> ES: 94.93 MS: 56.73 HS: 53.69 	<ul style="list-style-type: none"> Student Growth Percentiles will be generated this year for Math and English/Language Arts. Progress points based on ACCESS testing results will also be generated. Results for both are expected in November 2023.

Year-end Results

Student Growth Percentiles and English Language Proficiency Progress Points will be published with the release of the 2023 CCRPI report in November 2023.

Below are results from the ACCESS test for English Learners showing areas of strength and growth for each level.

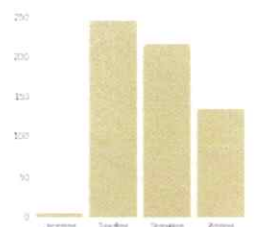


Number of Students by Lowest Domain

	Listening	Reading	Speaking	Writing	Percentage Per Grade Level
6th	3	85	59	49	43%
7th	1	83	87	45	40%
8th	2	78	70	42	41%



Percentage of Students scoring above 4.3



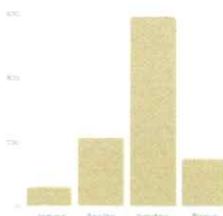
41%
Percentage of students showing Overall Band Growth

Number of Students by Lowest Domain

	Listening	Reading	Speaking	Writing	Percentage Per Grade Level
9th	10	27	107	21	65%
10th	6	35	94	19	61%
11th	8	19	56	21	54%
12th	7	26	38	14	45%



Percentage of Students scoring above 4.3



40%
Percentage of students showing Overall Band Growth

Reflection on Results: While we will not have district-level growth results from 2023 until November, preliminary data analysis shows that our English Learners continue to require support in language acquisition, specifically in the areas of speaking, writing, and reading. The Teaching and Learning Department has provided three English Learner coaches to support teachers and students with instructional, engagement, and assessment strategies in the classroom. Those coaches provide professional learning, model instructional strategies, co-teach in classrooms, and provide feedback to teachers. In addition, all schools have access to a Newcomer Specialist who can help teachers with strategies specifically designed for students new to our country to help them learn language and content simultaneously.

The Student Support, Special Education, and Teaching and Learning departments collaborate to support schools, graduation coaches, instructional coaches, interventionists, and teachers with Multi-Tiered Systems of Support (MTSS). School teams use data from universal screening, classroom assessments, benchmark assessments, and interventions to monitor the progress of all students and provide remediation or enrichment to meet students' needs. This framework allows teachers to focus on the differentiated, individual needs of our students.

Forsyth County Schools
2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective B: Increase student engagement

Cabinet Leader: Lee Anne Rice

Initiative #1: Provide learning experiences that foster cognitive engagement

Performance Measures:

- Professional development for teachers and leaders in engagement strategies
- Classroom observations of engagement strategies
- Identify / develop an engagement assessment tool and establish a baseline; increase levels of cognitive engagement in each future year.

Checkpoints

December	March
School & district leaders and instructional coaches are defining cognitive engagement during 2022-2023 while discussing types of engagement, instructional strategies, and look-fors in the classroom.	Continuing discussions are being facilitated among content teams, Student Support, Special Education, School Safety, and Teaching & Learning departments. A joint training was held by these departments for assistant principals.

Year-end Results

The focus of the 2022-2023 school year was to increase teachers' and leaders' knowledge and skills regarding cognitive engagement. Members of the Teaching and Learning Department provided professional learning opportunities in all content areas to enable teachers to learn and implement engagement strategies in their classrooms.

Strategies shared included the following:

- SREB instructional and assessment practices
- Kagan Engagement Structures
- Integrated Performance Assessments
- Interactive Discussions/Socratic Seminar
- Project/Problem-Based/Inquiry-Based Learning
- Simulations/Virtual Labs
- Building Thinking Classrooms
- 360 Degree Mathematics Instructional Framework
- S3 Strategies involving academic discourse and student movement
- High Leverage Instructional Strategies
- Sheltered Instruction Observation Protocol (SIOP)
- 5E Model of Instruction (Engage, Explore, Explain, Elaborate, Evaluate)

Reflection on Results:

In 2022-2023, an intentional focus was on student interaction and dialogue. Professional learning sessions centered on instructional strategies that allowed students to move, interact, discuss, apply, and share their learning. In the years post-COVID, helping students and teachers build relationships, establish cooperative structures, and interact effectively is critical in fostering authentic engagement in the classroom. Rather than pulling teachers to the central office for training, our content specialists, ESOL coaches, and professional learning coaches spent much of their time in schools working with teachers, modeling strategies, providing feedback, and offering support.

Members of the Student Support, School Safety, Special Education, and Teaching and Learning departments collaborated to provide support to assistant principals around student behavior and engagement.

For 2023-2024, the Teaching and Learning Department is meeting with principals and assistant principals to calibrate instructional expectations and identify observable actions from teachers and students. Schools are collecting data on these identified actions to begin creating a tool to measure cognitive engagement. Professional learning for teachers will continue in effective instructional strategies that foster student interaction, critical and creative thinking, problem solving, real-world application, and student efficacy and ownership. In addition, multiple departments have continued to collaborate to provide a multi-session Classroom Behavior Solutions Workshop to teachers and leaders to support behavioral and cognitive engagement in the classrooms.

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective C: Develop and sustain consistent assessment and grading practices

Cabinet Leader: Lee Anne Rice

Initiative #1: Establish consistent assessment practices across the district.

Performance Measures:

- Identify / develop a measurement tool and establish a baseline; increase levels of consistency.

Checkpoints

December	March
School & district leaders and teachers are meeting for Think Tank sessions during 2022-2023 to identify and adopt assessment principles that will drive our grading and assessment work.	We have a committee of school and district reps scheduled to attend the National Conference on Assessment and Grading in Atlanta in April.

Year-end Results

- We have hired an Assessment Coordinator for 2023-2024 who will lead much of this work.
- We collaborated with representative teachers and leaders from all middle and high schools during the 2022-2023 school year to build common understandings and review best practices and research related to assessment and grading.
- We met with the Superintendent's Student and Teacher Advisory Groups to solicit their feedback and finalized a document outlining the FCS Principles and Practices for 2023-2024 that was shared with school and district leaders at the June Leadership Retreat.



FCS Assessment & Grading Foundations



Our Why

*Assessment practices must build hope, efficacy, and achievement for learners and educators.
In doing so, we ensure a safe, connected, and thriving learning community for all.*

Assessment & Grading Principles

- Students experience **hope** when we recognize:
- Assessment's purpose is to facilitate instruction and advance learning, not to merely document performance.
 - All students can learn; the speed of learning varies.
- Students experience **efficacy** when we recognize:
- Grades are communication, not compensation.
 - Assessment should provide students with actionable feedback for improvement; recovering from a setback is a valuable learning lesson.
 - Students' future learning and success depend on ethical, accurate assessment and reporting practices.
- Students experience **achievement** when we recognize:
- We teach and assess for proficiency, not short-term memory.
 - Grades communicate the proficiency level of the knowledge and skills a student has acquired; anything that diffuses the grade accuracy is removed.
 - Learning is measured by a student's performance against a standard, not their performance in comparison to other students.

Assessment & Grading Practices

- Common success criteria are used to evaluate student learning.
- This means collaborative teams clearly align:
- assessments to learning targets & success criteria.
 - formative assessments to summative assessments.
 - learning experiences to assessments.
- Assessments are designed to monitor and adjust instruction and provide feedback to help students understand content.
- This means collaborative teams:
- use graded and non-graded formative assessments to adjust instruction and address student needs.
 - employ a variety feedback methods to inform students of their progress.
 - engage students in using data and feedback for self-assessment and reflection.
- Grades accurately reflect student progress towards mastery of course-specific standards.
- This means that collaborative teams:
- provide an opportunity to reassess essential knowledge and skills.
 - use M instead of O to communicate missing work.

Published: 5/30/2023

Reflection on Results: Any changes to assessment practices bring differing opinions and emotional responses. This year, we took time to meet with various stakeholder groups to ask questions, seek feedback, and listen. In addition, we sent representatives from the district and multiple schools to attend the National Conference on Assessment and Grading in Atlanta last spring. Most importantly, we learned that some of our assessment practices were not bringing the outcomes we hoped. As a result, we coupled the feedback we received from stakeholders with research-based

practices to create a new Assessment and Grading Foundations document. This document centers on beliefs and principles to ground our work in our purpose for assessing: to build hope, efficacy, and achievement for learners and educators in order to ensure a safe, connected, and thriving community for all.

We have aligned our assessment practices with the FCS Instructional Framework to provide consistency and coherence with instruction and assessment. Our schools' Professional Learning Communities help collaborative teams identify learning targets and success criteria based on the course standards, align assessments to those targets, and provide learning experiences that promote mastery of standards. Teachers also use formative assessments to gauge student understanding and adjust instruction before summative assessments are given.

During the 2023-2024 school year, each school has identified a Professional Learning Leadership Team that meets six times during the year with district directors and professional learning specialists. During these collaborative sessions, the PLL teams review school improvement goals and action steps and support the work of the school's PLC process. Our Assessment Team has created a menu of professional learning opportunities available for teachers and leaders. Administrators, PLL teams, leadership teams, and collaborative teams may request personalized training based on their unique needs. In addition, our Assessment Coordinator has created a FCS Impact Team with representatives from each vertical team to explore the impact of effective assessment practices. Finally, we will be piloting Mastery Connect, a formative assessment program, with teachers at multiple schools across the district.

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective C: Develop and sustain consistent assessment and grading practices

Cabinet Leader: Lee Anne Rice

Initiative #2: Implement consistent grading practices across the district.

Performance Measures:

- Establish baseline and targets via gradebook audit reports; increase levels of consistency

Checkpoints

December	March
School & district leaders and teachers are meeting for Think Tank sessions during 2022-2023 to identify and adopt assessment principles that will drive our grading and assessment work.	We have a committee of school and district representatives who will attend the National Conference on Assessment and Grading in Atlanta in April.

Year-end Results

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- engage students in using data and feedback for self-assessment and reflection.

Grades accurately reflect student progress towards mastery of course-specific standards.

This means that collaborative teams

- provide an opportunity to reassess essential knowledge and skills.
- use M instead of O to communicate missing work.

Published: 5/30/2023

Reflection on Results:

Implementing consistent grading practices across the district requires a foundational focus on developing common beliefs and practices regarding grading and assessment that are grounded in research. In meeting with parents, students, teachers, and leaders, we see a wide range of opinions about what grades represent and how students should be assessed. The most challenging topics relate to behaviors impacting grades (i.e., taking off points for late work), multiple reassessment opportunities, and zeros for missing work.

For the 2023-2024 school year, we have created a document linking Assessment Principles to Assessment Practices and expect teachers to follow these guidelines as a first step in aligning grading practices across the district. These practices include the following:

- Teachers will use an “M” in Campus Portal to communicate to parents and students that work is missing. The “M” will calculate as a 0 in the gradebook to reflect that teachers are unable to assess student’s mastery of that standard and will demonstrate the impact that missing work has on the student’s overall performance.
- Teachers will offer an opportunity to reassess essential knowledge and skills. Multiple opportunities to retake every assignment places priority on the grade, not the learning, and does not promote deep understanding. Allowing students a second chance to demonstrate mastery of essential standards ensures that students move through the course or to the next level with critical foundational understandings.

Professional learning for school and district leaders during the 2023-2024 school year will include research on assessment practices and an analysis of data based on course grades and standardized test scores.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Staff Recruitment and Development

Performance Objective A: Acquire & retain excellent staff

Cabinet Leader: Cindy Salloum

Initiative #1:

- Recruit highly qualified staff

Performance Measures:

- Increase the percentage of candidates hired as a result of recruitment efforts by 3% of the gap from 50.46% to 51.95%.

Checkpoints

December

- Recruitment Fairs Attended (YTD): 13 planned for 1/23-4/23: 23
- Initial partnership with Teaching as a Professional Pathway (CTAE)
- Recruiting conversations for retired educators in high-needs areas
- 58 hires with a Provisional, Waiver or Permit Certificate; 42 are in high-needs areas.
- Established UNG partnership - inaugural class of residency candidates baseline: 13 (2022)
- Named to GaDOE Advisory Council District for State Induction Taskforce (2022)
- Opened enrollment to teachers on permits to attend FTA seminars (1)

March

- Recruitment Fairs Attended (8/2022-12/2022): 13; 31 Planned for 1/2023-4/23/2023
- Recruitment Fairs Attended (2021-2022): 34
- HBCU Fairs Attended (8/22-04/25/23): 8 (all in-person)
- Forsyth First Attendees: 71
- Number of new hires from Forsyth First: 25 (as of 4/25/2023)
- FCS Job Fair Attendees: 362
- Number of new hires from FCS Job Fair: 105 (as of 4/25/2023) FCS Virtual Fair Attendees: 137
- Number of new hires from FCS Virtual Fair: 10 (as of 4/25/2023)
- Initial partnership with Teaching as a Professional Pathway (CTAE) Future Educators Signing Day (and recognitions)
- Number of provisional hires for 22-23 (YTD) (separate into: total, by high needs areas, then by FTA)
 - 2/2022-12/2022
 - 58 hires with a Provisional, Waiver or Permit Certificate
 - 42 are in high-needs areas.
 - 2/2023 - 4/2023 (YTD data)
 - 14 hires with a Provisional, Waiver or Permit Certificate
 - 9 are in high needs

Year-end Results

- Attended a total of 44 job fairs in 2022-2023 (increased by 10 from 2021-2022)
- Number of new hires from Forsyth First (new job fair for new teachers) = 28
- Number of new hires from FCS Job Fair = 88
- Number of new hires from FCS VIRTUAL Job Fair = 17
- Number of provisional hires for 2023-2024 = 41
- 17,167 miles traveled by vehicle during 22-23

Performance Measurement: The percentage of candidates hired as a result of recruitment efforts = 50.1%

Reflection on Results:

The recruitment goal was not met this year; however, the number of certified hires has decreased from 480 certified hires in the 22-23 school year to 339 total (as of 6/8/23) for the 23-24 school year. Our retention rate has also improved from 91.49% to 92.97%.

Although our recruitment efforts have increased in terms of the volumes of job fairs attended, the HR team will be creating a communication document with school administrators for quicker access to candidates with the goal of connecting with candidates in a timely manner.

The HR team would like to expand travel to job fairs outside of the southeast region in 23-24 and would also like to attend 3-4 new job fairs in 23-24.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Staff Recruitment and Development

Performance Objective A: Acquire & retain excellent staff

Cabinet Leader: Cindy Salloum

Initiative #2:

- Increase compensation opportunities

Performance Measures:

Increase the percentage of retained staff in high needs areas by 3% of the gap from 91.24% to 91.5%

Checkpoints

December	March
<p>FY 23:</p> <ul style="list-style-type: none">• Increased year:year matching for CTAE educators• Salary increases for all staff \$4000 increase for all teachers• \$2,000 increase for all other certified staff• \$2,000 increase for all classified staff• School nurse - ending bands added (17+ to 24+) year matching• Custodians moved from X band to W (base rate increased from \$13.29/hr to \$15.15/hr)• Food and Nutrition Assistants increased from \$11.14/hr to \$15.15/hr• Admin Support moved from S band to R (base rate increased from \$14.11/hr to \$16.37/hr)• Paraprofessionals - 5 bands reduced to 2 bands (PA/P-B) moving from a starting pay of \$11.30/hr to \$16.09/hour without bachelor's degree and from \$16.06 to \$17.95 with bachelor's degree• Substitutes - increase non-certified daily rate from \$85 to \$120 and certified daily rate from \$85 to \$145• \$2100 supplement for iFocus Paraprofessionals• \$1300 supplement for all staff (December 2022)• Instructional Extension paid at true hourly rate vs. state base hourly rate• Extra Days paid at true daily rate vs. state base daily rate• Certified Educators compensated for using planning periods to cover absences not filled by substitutes	<p>FY 24 - Recommended for the FY 24 budget:</p> <ul style="list-style-type: none">• Compensation increases across all pay bands.
<p>Year-end Results</p> <p>The percentage of retained staff in high needs areas increased from 91.24% to 91.55%</p>	

Reflection on Results:

Forsyth County Schools has emphasized the value of employee experience with school leaders working directly in the areas of recruiting, onboarding/hiring, employee engagement, performance management, and career development.

FCS has proposed an increase in salary to stay competitive with the metro-Atlanta area including Fulton, Gwinnett, and Cherokee County. The board has also approved an increase in the number of personal leave days from three to five to allow more flexibility in work/life balance.

During the 2023-2024 school year, the Human Resources will continue to improve in the following areas:

- Emphasis on retirement education help make educators aware of these benefits.
- Crucial Conversations Training will continue to expand across other areas of leadership including café and custodial leaders.
- Initiate training using Working Genius model with leaders to help develop cohesive and high functioning administrator teams.
- Continue to develop school level leaders in Employee Experience benefits

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Staff Recruitment and Development

Performance Objective B: Build & develop individual staff capacity

Cabinet Leader: Cindy Salloum

Initiative #1:

- Expand capacity-building programs for school and system staff

Performance Measures:

- Increase the percentage of retained staff by 3% of the gap from 91.49% to 91.75%.

Checkpoints

December	March
<ul style="list-style-type: none">• Crucial Conversations Training (YTD): 157<ul style="list-style-type: none">○ Planned for 5/2023-9/2023: 44• Increased Forsyth Teacher Academy GaTAPP enrollment by 121.4%<ul style="list-style-type: none">○ 2023 Enrollment still in progress (18 accepted candidates as of 4/20/23)• Continued FTA endorsements for high-needs areas: ESOL, K-5 Math, Teacher Support & Coaching• 2023-2024 Endorsement enrollment TBD (Expanded endorsement offerings in response to new legislation - dyslexia)<ul style="list-style-type: none">○ MetroRESA partnership• Expanded district leadership capacity to include supervisory roles for FTA candidates / 15 new leaders• Professional learning for 70+ Instructional Coaches• Aspiring Leader Enrollment Baseline: 19 (2022)• Aspiring Principal Enrollment Baseline: 7 (2022)• Class A Leadership Enrollment Baseline: 26 (2022)	<ul style="list-style-type: none">• Aspiring Principal enrollment dates adjusted for 2023 (due to new allotment/principal interview schedule)<ul style="list-style-type: none">○ 2023 cohort: 10
Year-end Results	
<ul style="list-style-type: none">• The overall percentage of FCS retained staff (as of 6/1/2023) has increased from 91.49% to 92.97%.	

Reflection on Results:

Forsyth County Schools has emphasized the value of employee experience with school leaders working directly in the areas of recruiting, onboarding/hiring, employee engagement, performance management, and career development.

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Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Staff Recruitment and Development

Performance Objective B: Build & develop individual staff capacity

Cabinet Leader: Cindy Salloum

Initiative #2:

- Provide leaders professional development opportunities

Performance Measures:

- Increase the number of participants in leadership development

Checkpoints

December	March
<ul style="list-style-type: none">• Aspiring Leader Enrollment Baseline: 19 (2022)• Aspiring Principal Enrollment Baseline: 7 (2022)• Class A Leadership Enrollment Baseline: 26 (2022)	<ul style="list-style-type: none">• Aspiring Principal enrollment dates adjusted for 2023<ul style="list-style-type: none">○ 2023 cohort: 10
<p>Year-end Results</p> <ul style="list-style-type: none">• 100% of Aspiring Leader participants (19) completed the program – all attended at least 80% of the sessions.• 100% of Aspiring Principal participants (7) completed the program – all attended at least 80% of the sessions.<ul style="list-style-type: none">○ 5 of the 7 participants were promoted to the role of principal for the 2023-2024 school year.• Enrollment into the Aspiring Principal program increased from 7 participants in 2022 to 10 participants in 2023.• 100% of the Class A Leadership Program participants (26) completed the program.	

Reflection on Results:

The leadership capacity programs in Forsyth County Schools established a baseline for future programming and enrollment.

The Aspiring Principals Program, which started the 2023 cohort earlier in order to keep pace with the new staff allotment and principal interview schedules, saw an increase from 7 participants in 2022 to 10 in 2023.

As 100% of the participants in each completed their program, 2022-2023 would be considered a successful year.

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

Performance Objective A: Foster healthy digital interactions

Cabinet Leader: Mike Evans

Initiative #1:

- Increase appropriate technology usage and digital citizenship for all students.

Performance Measures:

- Establish baseline for the number of technology-related behavioral referrals; decrease in future.

Checkpoints

December	March
The data collected mid-year to establish baseline behavior-related events has identified five key areas of focus: Inappropriate Use, Cheating, Classroom Use, Bullying, and Damage. Inappropriate Use is three times higher than any other category and includes instances such as inappropriate social media use, Internet search violations, unauthorized image/video taking, etc. These key areas will be used to redefine the Digital Citizenship Plan for the upcoming school years.	Through the month of March, year-long technology related behavior referrals accounted for 7% of the overall referral database. These referrals focused on five key areas: Inappropriate Use, Cheating, Classroom Use, Bullying, and Damage. Inappropriate use was the highest area, around 41%. Cheating and Classroom Usage each were around 22%. Bullying and Damage were the lowest percentages.

Year-end Results

Not much changed from the March data, other than a consistent increase in the number of technology related behavior incidences during the last month(s) of school. When viewing the results across the entire year, technology

Category % breakdown for each level	ES	MS	HS	Total
Bullying	0%	14%	8%	10%
Cheating	0%	11%	31%	21%
Damage	37%	3%	1%	5%
Inappropriate Use	61%	50%	30%	40%
Usage	2%	23%	29%	25%
% of Total Technology Incidences	7%	38%	55%	
% of ALL Behavior Incidences	4%	11%	9%	9%

related incidences accounted for 9% of the total number of discipline events entered in Infinite Campus. The overall breakdown across all grade levels consisted of 40% for Inappropriate Use, 25% for Classroom Use (using technology when not allowed or for off-task usage), 21% for Cheating, 10% for Bullying, and 5% for intentional Damaging of equipment.

Reflection on Results:

As baseline data, this information provided insight into the areas of focus for updating the Digital Citizenship Plan. At the high school level, Cheating saw the highest percentage at 31%. There was a marked increase in semester 2 which also coincided with the introduction of Chat GPT. For this upcoming school year, we are updating the student handbook to talk about academic honesty and appropriate use of Artificial Intelligence tools. Close behind were Inappropriate Use and Classroom Usage at 30% and 29%, respectively.

Middle school saw Inappropriate Use as their highest category at 50%. Most of these use cases involved social media. During the upcoming school year, we will be revisiting the BYOT program to weigh the benefits vs challenges of allowing cell phones in schools/classrooms.

Elementary school also saw Inappropriate Use as the highest category, at 61%. Inappropriate internet search attempts and using Google tools in an unapproved manner made up the bulk of the incidences. Incidences involving personal mobile devices at the ES level was limited.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

Performance Objective A: Foster healthy digital interactions

Cabinet Leader: Mike Evans

Initiative #2:

- Increase opportunities for adult stakeholders to learn how to foster positive healthy digital interactions.

Performance Measures:

- Parent participation in sessions (in person or virtual) on digital awareness (new baseline); increase in future.

Checkpoints

December	March
We are still in the middle of collecting attendance data from schools for parent informational nights focusing on internet safety and digital citizenship. However, after reviewing each school's Digital Citizenship Plan, it is clear that a greater emphasis on parent nights is needed. Only 13 schools identified that they inform parents through a Parent Night. All other schools rely on newsletters, social media posts and website information.	Approximately half the schools held an individual or combined parent engagement night which included sessions on digital citizenship / internet safety topics. Most, but not all schools, also communicated information on these topics through newsletters, social media and web posts, and parent emails.
<p>Year-end Results</p> <p>Upon completion of the school year, 24 of the 43 schools (56%) hosted either a face to face and/or virtual event(s) for their families that had informational sessions around topics of internet safety and digital citizenship. Some of the events were combined within vertical teams, representing multiple schools. Others were individual school-based events. Regardless, parent turnout was extremely low, with less than 600 attending.</p> <p>33 schools (77%) provided information around internet safety, digital citizenship, or technology awareness through social media posts, school and class newsletters, Campus Messenger, and the school website. Some schools shared information monthly while others were more random. Total number of overall communication pieces shared were approximately 106 times.</p>	

Reflection on Results:

Overall, better communication and planning needs to take place to involve more parents in the informational sessions on topics related to internet safety and digital citizenship. Additionally, it is noteworthy that some schools collaborated within vertical teams, indicating a coordinated effort to reach a wider audience. However, the low parent turnout, with less than 600 attendees, raises concerns about the effectiveness of these events in engaging parents and guardians. The reasons for this low turnout will be explored further to identify potential barriers and find solutions to increase participation in the future.

Regarding online communication, it is encouraging to see multiple platforms being utilized to reach a broader audience and maintain consistent communication. Considering the total number of communication pieces shared, approximately 106 times, it appears that the schools made a conscious effort to keep the parents informed. However, it is important to assess the content and quality of these communication pieces to ensure that they effectively convey the intended messages and encourage active participation from parents and caregivers.

Enhancing parent engagement and addressing the factors contributing to low turnout at events should be a priority for this upcoming year. Additionally, evaluating the effectiveness of communication strategies and ensuring the quality of the shared information will help optimize the impact of these initiatives in fostering a safe and responsible digital environment for students and their families.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

Performance Objective B: Expand access to mental health resources and strategies

Cabinet Member: Sarah Taylor

Initiative #1: Provide access to mental health resources and strategies.

Performance Measures: Increase the number of mental health services provided within the school setting

Checkpoints

December	March
<ul style="list-style-type: none">• 10 MOUs for providers serving in our schools• 16 Grants given for students uninsured/underinsured• 8 schools have APEX grant providers• 2 full-time AmeriCorps positions providing trainings around mental health• 0 Youth Mental Health First Aid Trainings• 0 ASIST Training• 16 Sources of Strength Schools• 4 Schools providing wraparound services	<ul style="list-style-type: none">• 14 MOUs for providers in our schools• 53 Grants given for students uninsured/underinsured• 8 schools have APEX grant providers• 2 full-time AmeriCorps positions providing trainings around mental health• 1 Youth Mental Health First Aid Trainings• 1 ASIST Trainings• 16 Sources of Strength Schools• 4 Schools providing wraparound services
Year-end Results (Baseline 2023)	
<ul style="list-style-type: none">• 16 MOUs for providers in our schools• 99 Grants given for individual students uninsured/underinsured• 8 schools have APEX grant providers• 2 full-time AmeriCorps positions providing trainings around mental health• 3 Youth Mental Health First Aid Trainings (30 total participants)• 1 ASIST Training• 16 Sources of Strength Schools• 4 Schools providing wraparound services	

Reflection on Results:

Over the past year, Forsyth County Schools have made significant progress in improving access to mental health resources and strategies for students and families. One notable achievement was the establishing of partnerships with 16 outside providers who signed Memorandums of Understanding (MOUs) to offer services within the schools. This initiative aims to address the transportation barrier that some families faced in accessing mental health services.

To further support students in need, the district provided 99 grants to individual students with limited funds to access necessary therapy for their overall wellbeing. These grants were made possible through the generous contributions of organizations such as the United Way, Browns Bridge Church, and additional federal grant funds.

Recognizing the importance of promoting mental health among students, 16 schools within the district implemented the Sources of Strength program. This program is designed to empower students by teaching them various strategies to enhance their mental wellbeing.

Forsyth County Schools also prioritized the training of staff and community members to better support students' mental health. Through collaborations with providers who have access to APEX grant funds, Community Connections of Forsyth, and Metro RESA, the district has been able to offer valuable training opportunities. Some of these trainings include Youth Mental Health First Aid and ASIST (Applied Suicide Intervention Skills Training), which equip participants with the knowledge and skills to identify and assist individuals experiencing mental health challenges.

Forsyth County Schools is building its knowledge and understanding to design supports that address the whole child. In doing this, we are beginning to provide wraparound supports and services in response to the growing need to address non-academic barriers to student learning. Research shows students are better able to learn and achieve when those barriers are removed. Some of the wraparound supports include counseling, tutoring, scholarships, food resources, medical services, and many more.

These accomplishments highlight Forsyth County Schools' commitment to fostering a supportive and mentally healthy environment for its students. By expanding access to mental health resources, implementing evidence-based programs, and providing essential training opportunities, the district is taking proactive steps to address the wellbeing of its students and promote positive mental health outcomes.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

Performance Objective B: Expand access to mental health resources and strategies

Cabinet Member: Sarah Taylor

Initiative #2: Increase knowledge of total wellness strategies for students, staff, and community.

Performance Measures: Decrease the number of mental health-related behavioral referrals and increase community awareness.

Checkpoints

December	March
<ul style="list-style-type: none">2022-2023<ul style="list-style-type: none">Mental Health Referrals = NADFCS reports = 122Threat Assessments = 124Suicide Ideation Assessments = 221Number of Community Mentors = 357	<ul style="list-style-type: none">2022-2023<ul style="list-style-type: none">Mental Health Referrals = NADFCS reports = 240Threat Assessments = 244Suicide Ideation Assessments = 325Number of Community Mentors = 417
Year-end Results (Baseline 2023) <ul style="list-style-type: none">2022-2023<ul style="list-style-type: none">Mental Health Referrals = 900 (1.66%)DFCS reports = 437 (.81%)Threat Assessments = 313 (.58%)Suicide Ideation Assessments = 522 (.97%)Number of Community Mentors Trained = 417 <p>% Based on total student enrollment during October</p>	

Reflection on Results:

Forsyth County Schools implemented a comprehensive Total Wellness Collaborative to enhance the knowledge and application of wellness strategies among students, staff, and the wider community. The goal was to support the growth and success of all learners in leading balanced and successful lives. To measure the impact of these efforts, baseline data was collected in key areas including mental health referrals, reports to the Department of Family and Children Services (DFCS), threat assessments, and suicide identification assessments.

The Total Wellness Collaborative encompassed a comprehensive approach, covering eight vital dimensions: cultural, emotional, environmental, financial, intellectual, occupational, physical, and relational/social. By addressing each of these areas, the initiative aimed to create a well-rounded and thriving community. In the upcoming school years, the school district intends to measure the number of mentors and community wellness sessions which will encompass social and emotional health.

In terms of mental health, the district implemented a comprehensive referral system to identify students who required additional support. The district also collaborates closely with DFCS to ensure early intervention and support for students facing challenging circumstances.

To promote a safe and secure learning environment, Forsyth County Schools established a thorough threat assessment process. Working closely with the Forsyth County Sheriff's office, we can quickly address high-risk threat assessments to maintain a safe environment for all students and staff.

Additionally, the district implemented suicide identification assessments and Signs of Suicide program to identify students at risk and provide them with appropriate interventions and resources. Our Student Advocacy Specialists (SAS) and School Counselors build positive relationships with students and families to provide an extra layer of support to students who are at risk for suicide ideation.

The success of the Total Wellness Collaborative relied on community engagement and involvement. The district actively mobilized the community of Forsyth County to support the growth and well-being of all learners. In the fall of 2023, Forsyth County Schools will begin a free birth to age 5 program (SPARK!) for Forsyth County children and their parent/guardian to attend together as well as parent/guardian resources and training. The 90-minute weekly sessions will offer supportive interactive play to prepare children for school. This collaborative effort fosters a sense of collective responsibility and shared commitment to promoting wellness throughout the community.

Forsyth County Schools aims to measure the impact of the total wellness of our community by gathering baseline data and tracking indicators such as mental health referrals, DFCS reports, threat assessments, suicide identification assessments, and community involvement. Through this comprehensive approach and community engagement, the district strived to enhance knowledge, support, and resources related to wellness strategies for students, staff, and the broader community, creating a nurturing environment conducive to the overall well-being and success of all learners.

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

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

Cabinet Member: Sarah Taylor

Initiative #1: Establish a safe and supportive learning environment.

Performance Measures: Decrease the number of behavioral referrals and increase the number of schoolwide positive behavior programs.

Checkpoints

December	March
2022- 2023: <ul style="list-style-type: none">• 4045 behavior referrals• 28 PBIS Schools• 1 Restorative Practice School	2022- 2023: <ul style="list-style-type: none">• 8091 behavior referrals• 28 PBIS Schools• 1 Restorative Practice School
Year-end Results (Baseline 2023)	
2022- 2023: <ul style="list-style-type: none">• 9334 (17.26%) behavior referrals• 28 PBIS Schools• 1 Restorative Practices School	
% Based on total student enrollment during October	

Reflection on Results:

Forsyth County Schools has made significant efforts to establish a safe and supportive learning environment that fosters respect, wellness, and balance for both staff and students. Recognizing the importance of promoting positive behaviors and ensuring school safety, the district has implemented the Positive Behavioral Interventions and Supports (PBIS) approach in 28 of its 42 schools.

PBIS is a framework that schools can adopt to create a positive school climate and culture. It emphasizes proactive strategies to prevent behavioral problems, teach appropriate behaviors, and reinforce positive actions. By implementing PBIS in a substantial number of schools, Forsyth County Schools has demonstrated its commitment to providing students with a nurturing and supportive educational experience.

One of the key goals of Forsyth County Schools' PBIS implementation is to track the effectiveness of their efforts by monitoring behavioral referrals. By measuring and analyzing the number of behavioral referrals throughout the school year, the district aims to assess the impact of their strategies and interventions. The ultimate objective is to observe a consistent decrease in the percentage of behavioral referrals each year, indicating a positive shift in student behavior and overall school climate.

By focusing on PBIS and tracking behavioral referrals, Forsyth County Schools emphasizes a proactive and preventative approach to behavioral issues. Rather than solely reacting to negative behaviors, the district aims to address the underlying causes and provide students with the necessary tools and support to make positive choices.

Starting the 2023-2024 school year, Forsyth County Schools will have an increased focus to support behaviors within the classroom setting with additional trainings and interventions through the Multi-Tiered System of Supports (MTSS). Additional schools will go through the restorative practices training that focuses on fostering a sense of

community within classrooms to prevent conflict, encourage students to accept responsibility, and rebuild relationships.

Through the establishment of a safe and supportive learning environment, Forsyth County Schools seeks to foster a sense of respect, wellness, and balance among both students and staff. By prioritizing positive behaviors, the district cultivates a culture of empathy, understanding, and mutual respect, which enhances the overall educational experience for everyone involved.

Forsyth County Schools
2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

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

Cabinet Member: Sarah Taylor

Initiative #2: Implement strategies to support staff morale and dimensions of total wellness.

Performance Measures: Increase the percentage of retained staff by 3% of the gap until reaching a maintenance rate of 95% and increasing the number of staff that participated in wellness trainings.

Checkpoints

December	March
Baseline 2022: 91.49 Goal 2023: 91.75 300 staff trained in Mindfulness	Baseline 2022: 91.49 Goal 2023: 91.75 351 staff trained in Mindfulness
Year-end Results	
Baseline 2022: 91.49 Goal 2023: 91.75 Final Retained Rate for 2023 = 92.97% 400 staff trained in Mindfulness during the 2022-2023 school year 178 staff trained in Crucial Conversations during the 2022-2023 school year	

Reflection on Results:

Forsyth County Schools has implemented several strategies to enhance staff morale and wellness, with a focus on utilizing mindfulness practices and open communication. Over 400 of our 8,000 staff members have received mindfulness training, which serves a dual purpose of benefiting both students in the classroom and the staff's personal wellbeing. Recognizing the positive impact of this training, the district plans to expand its mindfulness program by hiring an additional mindfulness trainer for the upcoming 2023-2024 school year.

To evaluate the effectiveness of these initiatives and gauge staff satisfaction, Forsyth County Schools has been monitoring the retention rates of their employees. The retention rate among staff who attended the mindfulness training was an impressive 97.24%. This figure stands in contrast to the district-wide retention rate of 92.97% indicating a significant positive impact on staff morale and commitment.

Crucial conversation training plays a vital role in supporting staff morale and wellness. By providing teachers and leaders with the necessary skills and tools to engage in open and honest dialogue, this training fosters a culture of effective communication, trust, and respect. When individuals feel comfortable expressing their thoughts, concerns, and ideas in a safe and non-judgmental environment, it leads to improved morale and overall well-being. Crucial conversation training equips staff members with strategies to address challenging or sensitive topics constructively, reducing conflict and promoting understanding. This not only strengthens relationships among team members but also helps to prevent stress, anxiety, and other negative emotions that can arise from unresolved issues.

By prioritizing mindfulness and crucial conversation training and incorporating it into the overall staff wellness strategy, Forsyth County Schools has demonstrated their commitment to fostering a positive and supportive work environment. The high retention rates among trained staff members highlight the effectiveness of these efforts and suggest that mindfulness practices and effective communication skills play a crucial role in maintaining staff satisfaction and wellbeing. With plans to expand additional training, the district is poised to continue nurturing a positive and resilient staff community.

Forsyth County Schools
2022-2027 Strategic Planning

Goal Area: Climate, Culture, and Community

Performance Objective A: Increase meaningful home, school, and community relationships
Cabinet Leader: Jennifer Caracciolo
Initiative #1: Implement resources for FCS to connect with parents/guardians
Performance Measures: Establish baseline and targets for usage in FCS communication tools; increase in future

22-23 Checkpoints

December	March
24-25 Action Plan	24-25 Action Plan
22-23 Year-End Results Work forthcoming in 24-25.	

Reflection on Results:

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: Climate, Culture, and Community

Performance Objective A: Increase meaningful home, school, and community relationships
Cabinet Leader: Jennifer Caracciolo
Initiative #2: Enhance Partners in Educations (PIE) program to support the Learner Profile
Performance Measures: Establish baseline and targets for PIE, volunteers, and donations; increase in future

22-23 Checkpoints

December	March
Implemented a new annual work plan for the FC Education Foundation	PIE Program - Completed the R portion of RACE (Research, Assess, Communicate and Evaluate)

22-23 Year-End Results

School and Teacher Grants

- School Grants – Fall 22 awarded \$126,567, 30 grants, projected impact 33,548 students
- School Grants – Winter 22 presented \$60,000, 43 schools/programs (new for 22-23)
- School Grants – Spring 23 raised \$110,000 from 2023 Duck Dive

Student Scholarships

- Fall 22 established the Dr. Leila Denmark Memorial Scholarship
- Spring 23 presented 4 scholarships, \$6,000 (2 new for 22-23)

Staff Scholarships/Support

- Fall 22 raised \$40,750 for REACH Scholar matching program, presented to 9 students
- Fall 22 raised \$46,829 from iChallenge (new to Foundation for 22-23)
- Winter 22 presented \$24,000 in scholarships, 16 FCS employees (new for 22-23)
- Winter 22 presented \$2,250 in gift cards to 15 FCS facilities department employees that worked on Christmas
- Spring 23 secured 1st year teacher grant sponsor for \$2,000 (new for 23-24)

Families in Need

- 22-23 year contributed \$14,468.24 towards student meal costs/Dining with Dignity program

Foundation giving

- 22 Summer raised \$7,170 from NEO vendor fair
- 23 Summer held FCS administrator giving drive (12 for 12 campaign), raised \$10,307 (last campaign was 5 years ago)

Grant Funding for FoCAL

- 22-23 received 5 grants, \$15,000 for the Penguin Project and \$6,400 for Summer Musical

Reflection on Results:

- Foundation – By organizing our work around these five areas, we have clear annual roadmap for fundraising to support our students and staff. Plans for 23-24 are to establish annual fundraising goals for the next five years and to form a network with other Ed Foundations in Georgia. Create new marketing flyer.
- PIE – Goal is to finish PIE program by December 2023 and begin implementing January 2024.
- Sponsorships – Expand opportunities in 23-24 for FoCAL support. Create new marketing flyer.
- Volunteers – 23-24 engage FC senior community at The FoCAL Center

Forsyth County Schools
2022-2027 Strategic Planning

Goal Area: Climate, Culture, and Community

Performance Objective B: Work collaboratively with all people to promote inclusivity, school pride, and belonging
Cabinet Leader: Jennifer Caracciolo
Initiative #1: Increase collaboration within vertical communities
Performance Measures: Establish baseline and targets for usage of communication tools and attendance at FCS events; increase in future.

22-23 Checkpoints

December	March
2023-2024 Action Plan	2023-2024 Action Plan
22-23 Year-End Results	
Work forthcoming in 23-24.	

Reflection on Results:

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: Climate, Culture, and Community

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

Cabinet Leader: Jennifer Caracciolo

Initiative #2: Enhance and diversify communication strategies to strengthen stakeholder understanding

Performance Measures: Establish baseline and targets for usage of communication tools; increase in future years.

22-23 Checkpoints

December	March
Updated department plan, created department calendar, and revised administrative guidelines	<ul style="list-style-type: none"> Communication Plan - Completed the R portion of RACE (Research, Assess, Communicate and Evaluate) Beginning A portion of work with focus groups and communications survey

22-23 Year-End Results

FCS Social Baselines

FB: 913 posts, number of people that saw the posts - 2.7M photo reach, 156K album reach, 137K video reach, 16K link reach, 3.4K status reach, 3M post reach; 1.9K post shares, 5.8K post video views

Twitter: 906 posts, post key interactions - 3.9K likes, 840 retweets, 145 quoted tweets, 120 replies; 840 post shares

Instagram: 821 posts, 1.2M post reach, 56K post plays, 275 post saves

LinkedIn: 289 posts, post impressions – 53K photo and 372 statuses; 48 shares

FCS Newsletters

District: 9 sent 22-23

Board Briefs: 10 sent for 22-23

Focus on Focal: created 11/22, 7 sent for 22-23

FC Education Foundation: created 11/22, 4 sent for 22-23

FCS videos showcasing FCS staff: 7 TOTY, 4 #DriveForsyth, and 9 educator recruitment. New 22-23 projects: 2 nurses, 8 #LoveFCSPrincipals, and 5 vision series.

Administrative guidelines complete. Presented to school principals, assistant principals, and district administrators at Leadership Retreat and Back to School Summit. FoCAL, Community engagement and relations also presented (1st time) at the Back to School Summit. Survey feedback on presentations were positive.

Reflection on Results:

- COM Planning: Completed supt. advisory and admin focus groups. Did not complete community survey, need to schedule for fall 23. Summer 23 created 1st semester district and school Communication Plan to cover social accounts, websites, electronic signs, campus messengers, school announcements, and newsletters. For 23-24, will establish baseline for engagement using school social accounts and begin tracking inbound engagement on district accounts. Need to add district YouTube, FoCAL and FC Ed Foundation accounts to establish baseline data for each.
- FCS Newsletters: Now that four have been established, track data by individual newsletter for 23-24
- FCS Videos: Track engagement on YouTube.
- FCS Website: for 23-24, begin tracking LiveChat data to establish baseline. District redesign by 12/23 and school redesigns spring 24; begin to track page engagements and searches after redesigns.
- Community engagement and relations: Track resources created, coaching/professional learning and survey results, number of events, and attendees at events

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: Operational Excellence

Performance Objective A: Plan & adapt for growth

Cabinet Leader: Matt Wark

Initiative #1:

- Accurately plan and complete future facility needs to maximize state funding earnings

Performance Measures:

- 100% of planned projects completed

Checkpoints

December	March
<ul style="list-style-type: none">• Yearly allotments are being done 3 months earlier this year to ensure accurate facility planning needs when it comes to instructional spaces and modular units.• SPLOST 6 is off and running utilizing the cluster method to ensure full reimbursement funding from the Capital Outlay Program over the next 5 years.• Based on completed October Financial Statement, the school system has a 15+% Fund balance	<ul style="list-style-type: none">• Allotments were completed 3 months earlier than previous years allowing schools to get their allotments prior to the February job fairs. Also, allowed us to get on schedule for modular classroom moves well in advance to ensure they are relocated or removed prior to open house.• SPLOST 6 projects are up and running. Midway Elementary replacement is ahead of schedule and on time to open in fall of 2024. In the fall of 2023 another round of SPLOST projects at schools will go under contract and begin work also in the fall of 2023.<ul style="list-style-type: none">○ (A) Plan & adapt for growth○ (B) Manage financial resources L. Hammel Maintain AAA bond rating 15% Fund Balance; Moody's AAA; S&P AAA• Based on completed March Financial Statement, the school system has a 15+% Fund balance.
Year-end Results	
<ul style="list-style-type: none">• Allotments were completed and staffing finalized where we successfully completed modular unit moves prior to school starting. Early allotments allowed us to put our order and logistical plan in place to be one of the first school districts in GA to get modular units moved and set up. As well as permitting completed prior to summer moves.• SPLOST 6 projects are moving forward. Midway still on track to finish in allotted timeline. First round of SPLOST 6 cluster projects are going out to procurement this summer to start construction in the fall of 2023. Also, state capitol outlay reimbursement applications completed in July to ensure projects are funded and reimbursed once complete.	

Reflection on Results: This year has been a relatively routine year on the side of maintenance and facilities. With weather events over the winter holidays we had additional work but all completed to ensure no school disruptions occurred. We are on track for all SPLOST work and summer projects. As SPLOST revenues come in, we are starting as many projects as possible. However, it needs to be noted that in the maintenance and facilities department, costs are still extremely high and could affect projects and previous budgets set for those projects. FCS will do as much possible to mitigate those costs as more projects come about.

**Forsyth County Schools
2022-2027 Strategic Planning**

Goal Area: Operational Excellence

Performance Objective B: Manage financial resources

Cabinet Leader: Larry Hammel

Initiative #1:

- Obtain/maintain AAA bond rating

Performance Measures:

- 15% Fund Balance
- Moody's AAA
- S&P AAA

Checkpoints

December	March
<ul style="list-style-type: none">• Based on completed October Financial Statement, the school system has a 15+% Fund balance	Based on completed March Financial Statement, the school system has a 15+% Fund balance
<p style="text-align: center;">Year-end Results</p> <p>FCS continues to maintain a 15% fund balance per the FY2022 annual audit with AAA bond rating with Moody's and S&P.</p>	

Reflection on Results:

**Forsyth County Schools
2022-2027 Strategic Planning**

Goal Area: Operational Excellence

Performance Objective C: Plan and allocate resources

Cabinet Leader: Larry Hammel

Initiative #1:

- Obtain Georgia 5 Star Financial Rating

Performance Measures:

- Obtain Georgia 5 Star Financial Rating

Checkpoints

December	March
<ul style="list-style-type: none">• Waiting for the state to issue report; based on prior year activity the FCS should meet this requirement.	<ul style="list-style-type: none">• Waiting for the state to issue report; based on prior year activity the FCS should meet this requirement.
<p style="text-align: center;">Year-end Results FCS has a 5 Star rating for FY2022</p>	

Reflection on Results: