

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

Major Focus / Initiatives: 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.

Action & Accountability Planning

Action Steps: First Half of Year

- Focus on foundational reading skills through implementation of Heggerty and UFLI in grades K-2 for phonemic awareness and phonics skills
- Collaborate with middle schools to provide a 5th academic reading class in 6th grade; offer foundational reading training to 6th grade teachers
- Implement new math curriculum to align with new math standards
- Provide job-embedded professional learning opportunities to teachers in all content areas
- Convene Professional Learning Leader teams; provide training and support to school teams
- Offer the Dyslexia Endorsement to one or more teachers at each elementary school
- Purchase additional math manipulatives for all K-5 classrooms
- Provide lab materials and experiences for K-12 science classrooms
- Provide Kide Science to kindergarten classrooms
- Work with schools' Professional Learning Communities to identify learning targets and success criteria and align assessments to those targets

Action Steps: Second Half of Year

- Continue implementation and support of phonics and phonemic awareness programs
- Review resources for K-3 reading for 24-25 that align with the Science of Reading as required by HB 588 Early Literacy Act
- Continue PL and support for new math standards and curriculum
- Collect video evidence of new math standards/curriculum implementation to build professional capacity of instructional coaches to further support teachers
- Design course expectations for curriculum, instruction, and assessment with advanced content courses in middle school
- Design and plan the Gifted Endorsement to be offered to teachers during 24-25
- Offer professional learning sessions across the district on the February 20 District Collaboration Day
- Review usage data and effectiveness of instructional resources toward improving student achievement; recommend keeping or replacing resources for the 24-25 school year
- Continue meeting with Professional Learning Leaders in January, February, and March to align professional learning, data analysis, and classroom assessments
- Continue differentiated support to school leaders in growing effective Professional Learning Communities
- Collect observational data to monitor district-wide implementation of Professional Learning Communities
- Plan for summer professional learning opportunities for teachers

Mid-Year Checkpoint

- Heggerty (K-1) and UFLI (K-2) are implemented in all elementary classrooms
- All schools have established Professional Learning Communities
- All MS offer a reading support class in 6th grade; teachers are attending foundational reading training
- All ES have at least one teacher participating in the Dyslexia Endorsement
- Science and mathematics resources have been provided
- Baseline for CCRPI Content Mastery has been established:

	Elementary	Middle	High
Overall	91.5	88.4	93.0
English Language Arts	85.04	85.77	88.71
Mathematics	99.94	96.30	89.72
Science	84.93	73.13	95.85
Social Studies	N/A	87.80	97.69

Year-End Results

Reflection on Results:

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

Major Focus / Initiative #2: Increase student growth

Performance Measures:

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

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none"> Assign ESOL coaches to vertical teams; build relationships with teachers and leaders; provide job-embedded professional learning and support Support each school's immigrant population with our Newcomer Specialist Provide professional learning to EIP/ESOL teachers Purchase iReady Math and Reading for EIP students; train teachers to implement Collaborate with Student Support and Special Education departments to provide MTSS support to schools Provide professional learning to schools about data analysis for professional learning communities and MTSS supports and interventions 	<ul style="list-style-type: none"> Continue vertical team and school support from ESOL instructional coaches and Newcomer Specialist Continue professional learning and support for EIP and ESOL teachers Meet with ES and MS school leadership teams to design master schedules that allow for intervention and enrichment Meet with HS ESOL coordinators and teachers to plan instruction and services for ESOL students Pilot options for dyslexia screeners; finalize selection of universal and dyslexia screeners that meet the requirements of HB 588 Early Literacy Act and SB 48 Dyslexia Act Continue professional learning with schools about data analysis and interventions Partner with Ola Language School to provide English classes to FCS parents Host parent meetings for newcomer families beginning in February to connect families and provide a support system

Mid-Year Checkpoint

- 4 elementary schools are piloting dyslexia screeners and communication tools with parents
- ESOL coaches are working in classrooms supporting teachers with English Learners
- iReady Math and iReady Reading have been purchased and used in the EIP program to meet students' individual needs
- Monthly meetings are held with staff from Teaching and Learning, Special Education, and Student Support to align resources and to provide coherence with guidance to schools
- Baseline for Progress has been established:

	Elementary	Middle	High
Overall	89.4	82.7	78.9
English Language Arts	82.75	80.84	N/A
Mathematics	93.67	89.78	81.26
English Language Proficiency	100.00+	58.86	57.45

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective B: Increase student engagement

Cabinet Leader: Lee Anne Rice

Major Focus/Initiative #1: Provide learning experiences that foster cognitive engagement

Performance Measures:

- Identify / develop an engagement assessment tool and establish a baseline; increase levels of cognitive engagement in each future year.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none">• Collaborate with School Safety, Special Education, and Student Support to provide professional learning on behavior strategies and student engagement to school teams (Classroom Behavior Strategies Workshop)• Implement curriculum materials that promote active, hands-on, inquiry-based, interactive learning experiences (DBQs, Eureka Math Squared, common lab experiences, KideScience, SREB, Kagan strategies, S3 strategies, 5E Model, Building Thinking Classrooms, 360 Degree Math Framework)• Provide professional learning for teachers in effective instructional strategies that foster student interaction, critical and creative thinking, problem solving, real-world application, and student efficacy and ownership.• Collect classroom data on observable actions from teachers and students that promote student engagement	<ul style="list-style-type: none">• Piloting video coaching platform in an elementary school with focus on student discourse and engagement routines• Continue implementation of curriculum materials that promote hands-on, engaging, interactive learning experiences• Continue professional learning in effective instructional strategies that foster student interaction, critical and creative thinking, problem solving, real-world application, and student efficacy and ownership.• Evaluate effectiveness of current instructional resources as related to student engagement and recommend keeping or replacing them for 24-25 school year• Collect classroom data on observable actions from teachers and students that promote student engagement• Collaborate with School Safety to align PBIS and Assessment Principles• Identify the ways in which embedded formative assessment practices increase student engagement

Mid-Year Checkpoint

- Professional Learning Specialist is partnering with a school to utilize video coaching platform to capture student discourse and engagement routines; pilot for an engagement assessment tool is in progress
- We have established that the purpose of grades is to accurately report student proficiency on state standards. By removing student behaviors from the gradebook, we recognize the importance of establishing new systems of behavior management. Therefore, collaboration between T&L and School Safety is important
- Our work with the FCS Impact Team has shown a link between student ownership of learning and student engagement. This has led to the emergence of a new action step (identifying ways formative practices increase student engagement)

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

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

Performance Measures:

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

Action & Accountability Planning

Action Steps: First Half of Year

- Establish a new Assessment Team in the T&L department (Tallant, T. Keyser, Strang, Duncan, Zink) who will lead professional learning and data analysis support
- Provide professional learning to leaders regarding assessment beliefs, principles, and strategies
- Provide professional learning to teachers on assessment design
- Establish a team of teacher leaders called the FCS Impact Team comprised of teachers modeling effective assessment and grading practices
- Implement a pilot to investigate the use of Mastery Connect in conjunction with Canvas to provide classroom-based assessments in the LMS
- Provide a bank of professional learning opportunities in the School Leaders course that can be customized for leadership teams or teachers
- Work with schools' Professional Learning Leadership Teams throughout the year to help teams review school improvement goals, action steps, and data
- Work with schools' Professional Learning Communities to identify learning targets and success criteria and align assessments to those targets

Action Steps: Second Half of Year

- Create collaborative processes that establish consistency of message within all professional learning and data analysis support
- Plan DCD session (February 20th) led by leaders on topic chosen by them
- Identify areas of focus for school leaders within Assessment & Grading work for the 2024-2025 school year
- Plan 2024-2025 DCD sessions for school leaders aligned to areas of focus
- Plan Leadership Retreat session led by Assessment & Grading leaders
- Plan sessions at an AP meeting, Leadership Retreat, and Summer PL Conference led by FCS Impact Team Members where they share their Impact Story using data collected throughout the year
- Create goals and begin planning for the second year of the FCS Impact Team for those who wish to continue in this work
- Organize nominations for the 2024-25 FCS Impact Team cohort
- Reflect on pilot implementation and teacher/leader feedback
- Restructure 2024-2025 pilot to include 2023-2024 FCS Impact Team members
- Gather feedback from those that utilized the professional learning opportunities to adjust offerings and improve content.

Mid-Year Checkpoint

- The Assessment & Grading Leaders Team is composed of two APs per vertical team- one secondary AP and one elementary AP. After engaging in learning together, this team is working to identify weaknesses of our current assessment and grading practices. We will target these areas in upcoming professional learning which will be led by these school leaders.

- Feedback from the first two sessions with the FCS Impact Team shows that they feel validated for their current assessment practices and empowered to try new formative assessment strategies to activate students in their learning. We will culminate our sessions with members recording their impact stories which we will ask them to share in a variety of opportunities (district and school) to help encourage others to examine their impact on student learning.
- Mastery Connect Pilot teams created implementation plans and are currently in various phases of implementation. We continue to monitor implementation to understand the conditions for success in utilizing this assessment tool in the classroom and in collaborative content team meetings. At this point, we see some evidence that foundational formative assessment knowledge may be required prior to implementation of the tool. We are discussing new options such as including 2023-2024 FCS Impact Team members in the pilot and offering a whole-school pilot program where foundational knowledge is front loaded.

Year-End Results

Reflection on Results:

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

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

Performance Measures:

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

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none">• Share FCS Assessment & Grading Foundations document (Learner) with schools• Establish common grading practices for 23-24:<ul style="list-style-type: none">○ Teachers will use "M" in Campus Portal to communicate that work is missing. The "M" will calculate as a 0 in the gradebook.○ Teachers will offer <u>an</u> opportunity to reassess essential knowledge and skills. Students will not have the ability to retest every assignment.• Work with principals to compare EOC/EOG scores to course grades in their schools; look for trends• Meet with HS LSCs to discuss EOC percentage weight; principals seek feedback from teachers and students; make determination of district's EOC percentage weight for 2023-2024 school year• Continue research on assessment and grading practices	<ul style="list-style-type: none">• Share FCS Assessment & Grading Foundations document (Educator) with schools• Draft Grading Guidelines document that captures our 2027 goal for consistent assessment and grading practices. Work backwards to release portions that align to the present work.• Select assessment & grading conferences and invite Assessment & Grading Leaders to attend. Use this information in AP meetings, DCD leader sessions, and resources in Canvas.• Review format for the elementary report card• Recommend changes to the elementary report card that align with new standards for ELA and Math• Continue discussion on academic dishonesty and identify consistent consequences for students who submit assignments that do not reflect their own work• Continue collaboration with the Instructional Technology team on the appropriate use of AI tools
Mid-Year Checkpoint <ul style="list-style-type: none">• Provided professional learning to principals comparing Milestones results to course grades for the related courses; school leaders analyzed their school data to identify trends and areas on which to focus for alignment and consistency• Associate Superintendent and Assessment Coordinator met with all HS Local School Councils for feedback on the EOC percentage weight toward a student's course grade. Feedback and data analysis overwhelming supported a 10% weight• The Assessment & Grading Leaders Team met during the fall to identify challenges with current grading practices	

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: Staff Recruitment and Development

Performance Objective A: Acquire & retain excellent staff

Cabinet Leader: Derrick Hershey

Major Focus/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 50.1% to 51.60%

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none"> • Increase total Job Fairs Attended – goal > job fairs • Expand partnership with Teaching as a Professional Pathway (CTAE) • 71 hires with a Provisional, Waiver, or Permit Certificate • Expand UNG partnership • Plan for 3 job fairs (Forsyth First, FCS, and Virtual) • Improve screening process for all certified applicants • Establish workforce housing partnerships 	<ul style="list-style-type: none"> • Attend at least 36 job fairs • Attend at least 5 job fairs that host multiple majors • Monthly scheduled meetings with UNG regarding Educational Scholars Program • Host Forsyth First, Educational Fair, and Virtual Fair • Improve screening process for all certified applicants • Explore and develop partnerships with other properties • Alternative certification info sessions (job fair, subs, and paras) • Using TOTY and recent alumni to attend job fairs with HR
<p style="text-align: center;">Mid-Year Checkpoint</p> <ul style="list-style-type: none"> • 20 of 56 of planned job fairs attended thus far • Initial roll out of Educational Scholars Program with CTAE and UNG January 23, 2024 • Engaging with potential candidates pursuing non-traditional paths by attending 5 job fairs that host multiple majors • Established a Google sheet that details contact of potential alternative certified candidates • Hosted An Evening with Human Resources for current student teachers • Invitation for Forsyth First shared student teachers and colleges that we partner with • Radio advertisement on B98 marketing our annual job fair running from 12/11 to 2/2 • Developing a bank of questions for school leaders to use in interviews • Partnerships with The Columns at Pilgrim Mill and The Statesman • FTA recruitment video • United Way Workforce Housing Committee 	
<p style="text-align: center;">Year-End Results</p>	

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: Staff Recruitment and Development

Performance Objective A: Acquire & retain excellent staff

Cabinet Leader: Derrick Hershey

Major Focus/Initiative #2:

- Increase compensation opportunities

Performance Measures:

Increase the percentage of retained staff in high needs areas by 3% of the gap from 91.55% to 91.80%

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<p>FY 24:</p> <ul style="list-style-type: none"> • Certified Educators compensated for using planning periods to cover absences not filled by substitutes • Compensation increases across all pay bands • Exploration of stipends for Specialized Instruction classrooms • Increase emphasis for planning for all Specialized Instruction teachers • Emphasis on retirement education help make educators aware of these benefits (September 2024) • Emphasis on Financial Benefits of being a teacher – Millionaire and Me Workshop (January 2024) • Initiating Advanced Degree Job Fair for professional growth opportunities and compensation 	<ul style="list-style-type: none"> • Salary /Budget preparation for FY 25 • Alternative Certification Career Sessions • Spring Advanced Degree Job Fair for employees (after spring break) • GaDOE Para to Teacher Grant for GaTAPP Completers • Individual employee counseling sessions on career growth opportunities and pathways • New pay band review for Endorsement instructors • Millionaire and Me presentation – focus on staff retention to understand financial literacy for educators

Mid-Year Checkpoint

- All eligible certified FCS teachers' salary increase with the following highlights:
 - Each step includes a minimum of a 3,000 increase with an average of a 4,470 increase (2,000 of the increase is state funded).
 - Beginning 8th year in FCS reaches \$60k with a T4
 - Years 5-9 increase by an average of over \$5k
 - The average increase in pay with 20 years of experience and above is approximately 4,800 increase with proposed salary schedule.
 - Yearly increase eliminates static steps throughout salary schedule
 - Differential remains the same between each certification level
- Completed 23/24 Teacher Salary Comparison (Atlanta Public Schools, Cherokee, Cobb, Dekalb, Forsyth, Fulton and Gwinnett)
- Completed 23/24 Special Education Specialized Instruction Salary comparison for Pay Incentives (Atlanta Public Schools, Cherokee, Dekalb, Forsyth, Fulton and Gwinnett)
- TRS workshop and retirement presentation and counseling sessions October 24, 25 and 26
- Individual employee counseling sessions on career growth opportunities and pathways
- Discussed benefits of being a teacher at CTAE Educator Summit on Nov 28 to 300 students and teachers.

- Advanced Degree Fair October 24 with 13 Universities/Colleges represented. All 13 Universities/Colleges said that they would return when we offer this event again.
- Coverage compensation for teachers who are using planning time to cover a class.
- Forsyth Teacher Academy candidates receive \$1,000 compensation for signing a 3rd contract with the district.

Year-End Results

Reflection on Results:

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Staff Recruitment and Development

Performance Objective B: Build & develop individual staff capacity

Cabinet Leader: Derrick Hershey

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 92.34% to 92.56%

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none"> • Grow FTA endorsements for high-needs areas: ESOL, K-5 Math, Teacher Support & Coaching (increased from 40 to 78 participants) • Professional learning for 70+ Instructional Coaches • Expand Leadership Development Programs (Aspiring Leader, Aspiring Principal, Class A Leadership, A2A Leadership, LEAD Academy, Aspiring Principals +) • 2023-2024 Endorsement enrollment TBD (Expanded endorsement offerings in response to new legislation - dyslexia) • Forsyth Teacher Academy GaTAPP enrollment (27 candidates) • Initiated Working Genius Training through HR dept. • Leadership Development – HR Virtual Learning Series (6 online sessions) • Leadership Development Programs implemented (Aspiring Principals, LEAD, Aspiring Leaders, Aspiring Principals Plus, Class A Leadership Development) 	<ul style="list-style-type: none"> • Next Steps Provisional Certification Workshop January 2024 • Endorsement offerings increase from 4 to 5 for 24/25 school year (adding gifted endorsement) <ul style="list-style-type: none"> • New Endorsement Marketing Plan to streamline all 5 endorsements. • Record promo videos for each endorsement • Certification and FTA Informational sessions offered at FCS Job Fair • FTA Cohort 7 enrollment 25+ candidates with focus on high-needs areas. • GaTapp Professional to Teacher Reimbursement Grants approved through GaDOE. • Leadership Development – HR Virtual Learning Series (remaining 2 sessions) • Crucial Conversation Training
Mid-Year Checkpoint	
<ul style="list-style-type: none"> • Individual Certification Support in Forsyth Teacher Academy Candidates July and November 23/24 • Email communication to provisional certified employees about program offerings. • FTA Promotional video to market academy to teachers and leaders in FCS • FTA Cohort 5 completed (27 candidates) • Gifted endorsement approved by PSC • Working Genius training with district leaders • Completed 4 HR Virtual Learning Series sessions • 142 Crucial Conversation workbooks ordered, and six sessions (May, April, and June) of training scheduled for second semester • Leadership Development Programs implemented (Aspiring Principals, LEAD, Aspiring Leaders, Aspiring Principals Plus, Class A Leadership Development) 	

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

Performance Objective A: Foster healthy digital interactions

Cabinet Leader: Mike Evans

Major Focus/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.

Action & Accountability Planning

Action Steps: First Half of Year (2023-24)	Action Steps: Second Half of Year (2023-24)																																								
Review and revise Digital Citizenship plan. Continue to implement DC plan throughout all grades.	Analyze data to determine areas of focus for parent communication. Work with district AI Working Group, in conjunction with schools to better inform students and teachers on appropriate use of AI tools in their work.																																								
Mid-Year Checkpoint																																									
<p>At a mid-point of the year, technology related behavior incidences accounted for 7% of the total number of discipline events entered into Infinite Campus. This is a slight decrease of 2% from last year’s final numbers. The overall breakdown across all grade levels consisted of 40% for Inappropriate Use, 22% for Classroom Use (using technology when not allowed or for off-task usage), 32% for Cheating, 4% for Bullying, and 2% for intentional Damaging of equipment.</p> <table><tr><th>Technology-related behavior incidences</th><th>ES</th><th>MS</th><th>HS</th><th>Total</th></tr><tr><td>Bullying</td><td>0%</td><td>4%</td><td>5%</td><td>4%</td></tr><tr><td>Cheating</td><td>0%</td><td>11%</td><td>45%</td><td>32%</td></tr><tr><td>Damage</td><td>27%</td><td>3%</td><td>0%</td><td>2%</td></tr><tr><td>Inappropriate Use</td><td>60%</td><td>67%</td><td>24%</td><td>40%</td></tr><tr><td>Classroom Usage</td><td>13%</td><td>15%</td><td>26%</td><td>22%</td></tr><tr><td>% of Total Technology Incidences (all levels)</td><td>4%</td><td>34%</td><td>62%</td><td></td></tr><tr><td>% of All Behavior Incidences within a level</td><td>1%</td><td>10%</td><td>8%</td><td>7%</td></tr></table> <p>Elementary numbers were fairly consistent with the 2022-23 end of year numbers, down from 4% behavior incidence to 1%. For Middle School, reductions were shown in Bullying and Classroom Usage (10% and 8%, respectively), with a 17% increase of Inappropriate Use. The significant change for High School was an increase of 14% in Cheating. This can be attributed to the use of AI tools, such as ChatGPT.</p>		Technology-related behavior incidences	ES	MS	HS	Total	Bullying	0%	4%	5%	4%	Cheating	0%	11%	45%	32%	Damage	27%	3%	0%	2%	Inappropriate Use	60%	67%	24%	40%	Classroom Usage	13%	15%	26%	22%	% of Total Technology Incidences (all levels)	4%	34%	62%		% of All Behavior Incidences within a level	1%	10%	8%	7%
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Reflection on Results:

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Social & Emotional Health

Performance Objective A: Foster healthy digital interactions

Cabinet Leader: Mike Evans

Major Focus/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.

Action & Accountability Planning

Action Steps: First Half of Year (2023-24)

Encourage school / home communication opportunities around digital awareness and internet safety. Task schools with tracking parental involvement at parent nights as well as the number of communications sent home on the various topics.

Action Steps: Second Half of Year (2023-24)

Participate in a Leader Talk to sharing the first semester data with school administrators, encouraging additional information sharing for parents/guardians. Work with core district leadership team to identify additional ways schools can boost attendance during informational nights.

Mid-Year Checkpoint

Though the mid-point of the 2023-34 school year, 31 of the 43 schools (72%) hosted a face-to-face event 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, while others were individual schools. This number shows a significant increase over the number of events held last year, and already surpassed the year-end total for 2022-23, which was 24 events (56% of schools). 15 schools who held a fall/winter event also have a second event planned in the spring. For the 12 schools who have not held a family event yet, 8 stated they have an event scheduled in the spring, leaving 4 schools with no events planned for the year (a significant decrease from the 19 last year). Reported attendance at events was approximately 480 parents/guardians. On average, compared to the number of events last year, attendance dropped per event (480 ppl for 31 schools in 2023-24 vs 600 ppl for 23 schools in 2022-23).

37 schools (86%) 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 112 times, which already surpasses last year's total number of 106.

Year-End Results

Reflection on Results:

**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

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

Performance Measures: Establish baseline for number of mental health services used; increase in future.

Action & Accountability Planning

Action Steps: First Half of Year <ul style="list-style-type: none">• Address gaps in services to increase availability to students by type and location• Foster relationships with outside providers to meet identified needs• Secure outside donations and grants for providing mental health supports• Increase the number of Youth Mental Health First Aid & ASIST Trainings• Increase the number of schools that implement Sources of Strength	Action Steps: Second Half of Year <ul style="list-style-type: none">• Increase the number of schools implementing wraparound services within the school• Increase the number of Youth Mental Health First Aid & ASIST trainings
<p style="text-align: center;">Mid-Year Checkpoint July 2023 - January 2024</p> <p>Performance Measures:</p> <ul style="list-style-type: none">• 24 MOUs for providers in our schools• 92 Grants given for individual students uninsured/underinsured• 11 schools have APEX grant providers• 2 full-time AmeriCorps positions providing trainings around mental health <p>Action Steps:</p> <ul style="list-style-type: none">• We have increased our outside agency/private practice relationships by 7 providers.• 6 donations/grants secured: United Way, Title IV Grant, Be Rich Campaign from Browns Bridge Church, Cumming First United Methodist Women, Hinton Foundation, Sources of Strength Grant• 3 Youth Mental Health First Aid Trainings (30 total participants)• 1 ASIST Training• 16 Sources of Strength Schools – 3 elementary schools, 8 middle schools, and 5 high schools	
<p style="text-align: center;">Year-End Results</p> <ul style="list-style-type: none">• 26 MOUs with mental health providers in our schools• 132 Grants provided for individual uninsured/underinsured students• 14 APEX grant providers• 2 full-time AmeriCorps positions provide trainings and support around mental health in schools	

- 6 donations/grants secured: United Way, Title IV Grant, Be Rich Campaign from Browns Bridge Church, Cumming First United Methodist Women, Hinton Foundation, Sources of Strength Grant
- 3 Youth Mental Health First Aid Trainings (30 total participants)
- 2 ASIST Trainings
- 4 schools engaging in wraparound supports

Reflection on Results:

In the 2023-2024 school year, FCS made significant progress in improving access to mental health resources and strategies for students and families. Through collaboration and partnerships, we saw a 50% increase in mental health providers agreeing to support students in schools through MOUs (Memorandums of Understanding), bringing our total provider number to 26. These MOUs assist with removing the barrier of transportation that some families face in accessing mental health services by allowing therapists to serve students in schools when necessary.

In further support of students, Forsyth County Schools saw a 33% increase in students served through uninsured/underinsured grant resources to access needed therapy to support their overall well-being. This support was made possible through generous contributions from local organizations such as United Way, Browns Bridge Church, and additional federal grant funding.

Our schools continue to recognize the importance of promoting mental health and well-being among students, and to that end, 16 schools implemented the Sources of Strength program. This evidence-based program is designed to empower students by teaching them various strategies to enhance their personal wellbeing.

Forsyth County Schools provided multiple trainings to staff, families, 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. These trainings include Youth Mental Health First Aid, Applied Suicide Intervention Skills Training (ASIST), restorative practices, and several trainings on supporting students with anxiety both in and out of the classroom.

As FCS continues to grow in designing supports to address the whole child, four schools engaged in wraparound supports initiatives, with two schools working through the Community Schools model to support all facets of a student's wellbeing. These initiatives strive to support the growing need to address non-academic barriers to student learning such as food resources, health and wellness resources, access to scholarships, and increased community connections through a data-driven process. Research continues to show how removal of these barriers supports students' ability to learn and achieve.

These accomplishments highlight Forsyth County Schools' commitment to fostering a supportive and mentally healthy environment for students. By expanding access to mental health resources and strategies, 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

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

Performance Measures: Establish baseline for the number of mental health-related behavioral referrals; decrease in future.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none"> • Increase the number of community mentors within our schools • Conduct a comprehensive needs analysis around the Total Wellness model to identify areas of need • Provide community members training in wellness and self-regulation strategies • Raise awareness of EAP resources through multiple modalities (Leader Talk, Friday Notes, collaboration with Human Resources/ Benefits departments) 	<ul style="list-style-type: none"> • Provide leaders professional learning around restorative practices when addressing discipline • Provider leaders professional learning around trauma awareness and supports • Alignment of supports within the Total Wellness & MTSS framework
<p style="text-align: center;">Mid-Year Checkpoint July 2023 - January 2024</p> <p>Performance Measures:</p> <ul style="list-style-type: none"> • Mental Health Referrals = 532 (.96%) • DFCS reports = 191 (.35%) • Threat Assessments = 299 (.54%) • Suicide Ideation Assessments = 343 (.62%) <p>% Based on total student enrollment during January 2024</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • Number of Community Mentors Trained = 496 • Total Wellness needs assessment identified the following areas as targeted for support: Students - Intellectual, Emotional, and Relational/Social Wellness Staff – Emotional, Occupational, and Financial Wellness • EAP resources referenced in September Leader Talk • August 2023 provided wellness & self-regulation strategies to community members at the 2nd Annual Incubator Conference • August 2023 provided a training for parents of students with disabilities in wellness and self-regulation strategies for central vertical schools • Participation in Vertical Team Parent University at Lambert/ Sharon ES (Vaping/ Drug Awareness through Drug Council) • Love and Logic Parent Training at Brandywine through partnership with The Place 	

- Presented to all K-12 counselors on building their DBT Toolbox to support their work with students and themselves
- Presented to all K-12 counselors on the role of the Mental Health Facilitator, how to make referrals for student support, and referral and support options for staff (therapists, EAP program)

Year-End Results

Performance Measures:

- Mental Health Referrals = 862 (1.5%)- (2022-23 school year = 1.66%)
- DFCS reports = 328 (.59%)- (2022--23 school year = .81%)
- Threat Assessments = 483 (.87%)- (2022-23 school year = .58%)- intensified training and reporting
- Suicide Ideation Assessments = 414 (.74%)- (2022-23 school year = .97%)

% Based on total student enrollment during May 2024

Action Steps:

- Number of Community Mentors Trained = 522
- Total Wellness needs assessment identified the following areas as targeted for support:
Students - Intellectual, Emotional, and Relational/Social Wellness
Staff – Emotional, Occupational, and Financial Wellness
- EAP resources referenced in September Leader Talk, provided through Friday Notes throughout the year
- August 2023 provided wellness & self-regulation strategies to community members at the 2nd Annual Incubator Conference
- August 2023 provided a training for parents of students with disabilities in wellness and self-regulation strategies for central vertical schools
- Participation in Vertical Team Parent University at Lambert/ Sharon ES (Vaping/ Drug Awareness through Drug Council)
- Love and Logic Parent Training at Brandywine through partnership with The Place
- Presented to all K-12 counselors on building their DBT Toolbox to support their work with students and themselves
- Presented to all K-12 counselors on the role of the Mental Health Facilitator, how to make referrals for student support, and referral and support options for staff (therapists, EAP program)
- 37 schools hosted at least 1 community event around student wellness and/or mental health in concert with district staff members or school-based student support staff (topics included mindful breathing, Smart Parenting in the age of Smartphones, drug and alcohol addiction, promoting resiliency, internet safety, school/home balance, therapeutic supports in the community, ways to incorporate language and systems used at school into home for consistency)
- Student Support Department partnered with Christi Thompson to offer Integrated Trauma training overview to Administrators and 2-day training to Student Support Staff
- MTSS, PBIS, and Prevention staff met to begin the alignment of resources and supports for schools and students
- 4 schools participated in restorative practices work with Metro RESA

Reflection on Results:

In the 2023-24 school year, Forsyth County Schools made significant strides in advancing wellness strategies for students, staff, and the broader community. This initiative, aligned with the district's Social & Emotional Health objectives, focused on expanding knowledge and access to wellness resources. Using the Total Wellness model and aligning with the MTSS framework, the district achieved measurable progress.

Performance data highlights key successes. Mental health referrals decreased from 1.66% of student enrollment in 2022-23 to 1.5%. DFCS reports dropped from 0.81% to 0.59%, while suicide ideation assessments fell from 0.97% to 0.74%. Although threat assessments rose from 0.58% to 0.87%, this reflects more accurate reporting and intensified training. Additionally, the number of community mentors trained increased from 496 at mid-year to 522 by year-end, showcasing growth in community support.

Key initiatives throughout the year emphasized training, awareness, and community engagement. Over 500 community mentors were trained to support schools, and leaders received professional learning on trauma awareness, restorative practices, and wellness strategies. Specialized sessions, such as Dialectical Behavioral Therapy (DBT) training for K-12 counselors and integrated trauma training for student support staff, further enhanced expertise. Parents and community members benefited from targeted events, including the 2nd Annual Incubator Conference where members of Student Support presented sessions on vaping, drug awareness, and self-regulation strategies. Collaborations with organizations such as The Place of Forsyth County facilitated "Love and Logic Parent Training," providing additional resources to families.

Schools hosted wellness-focused events in 37 locations, covering topics such as mindfulness, resiliency, internet safety, and therapeutic supports. These efforts were complemented by a Total Wellness needs assessment that identified intellectual, emotional, and relational/social wellness as key priorities for students and emotional, occupational, and financial wellness for staff. Throughout the year, Employee Assistance Program (EAP) resources were actively promoted through leadership talks and communications, ensuring ongoing support.

These efforts had a tangible impact. The reduction in suicide ideation assessments and DFCS reports reflects improved early intervention and support mechanisms for students. The increase in community mentor training and school-based events underscores stronger collaboration between schools and the community. Meanwhile, the rise in threat assessments demonstrates improved identification and documentation of risks, enabling timely responses. By aligning supports across frameworks like MTSS and PBIS, Forsyth County Schools has laid a strong foundation for continued progress in promoting wellness and resilience district-wide.

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

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

Performance Measures: Establish baseline for the number of behavioral referrals; decrease in future.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none">• Develop and implement professional learning for effective classroom management (Title: Classroom Behavior Solutions)• Implement age-appropriate counseling lessons that support the Core Counseling Competencies and GaDOE Health Standards• Increase the number of schools implementing PBIS with fidelity• Continue professional learning for Tier 2 & 3 Behavior supports• Establish MTSS collaboration times to support school-based staff with specific student behavior needs	<ul style="list-style-type: none">• Provide leaders professional learning around restorative practices when addressing discipline• Schools will have students complete the GaDOE school health surveys• Administrators will be provided training to ensure all behavioral referrals are coded correctly

Mid-Year Checkpoint

July 2023 - January 2024

Performance Measures:

- 6714 (12.15%) behavior referrals
(% Based on total student enrollment in January 2024)

Action Steps:

- 163 staff participated in Classroom Behavior Solutions that covered the impacts of development, trauma, basic behavior concepts, engagement, relationship building, and specific classroom management strategies
- Elementary Counseling group aligning Core Counseling Competencies and GaDOE Health Standards
- 90% of elementary school counselors have presented lessons from the district resource list, in addition to the required Think First Stay Safe lessons
- At the middle school level, counselors have delivered 1,575 classroom lessons related to academic, student wellness, and career-based topics
- Fall results on the Tiered Fidelity Inventory (TFI) indicate for PBIS schools:
- 13 Elementary schools are implementing Tier 1 PBIS with 79% fidelity (70% is considered fidelity), and Tier 2 implementation is at 63%
- 7 Middle School are implementing Tier 1 practices at 81% and Tier 2 supports is at 55%

- 5 High School are implementing Tier 1 practices is at 74% and Tier 2 supports is at 60%
- Trained 5 additional school teams for PBIS in the Fall for a total of 30 schools
- 15 PBIS schools have received PBIS Classroom Systems Training
- Tier 2 School PBIS Coaches meetings (10 PBIS schools implementing Tier 2 Supports)
- 58 administrators trained on Spotlight which is a new platform that provides data visualization to analyze current behavior trends.
- The School Based Behavior Committee held 3 meetings thus far this year with a combination of special education staff, PBIS coaches, and MTSS Leads attending. Concepts addressing motivation in the classroom, direct instruction of social emotional skills, and function-based intervention planning.
- The fall DCD for building based MTSS Leads included a session on the basics of behavior and how the classroom and intervention can have a positive impact on behavior improvement for students
- MTSS Admin Team Collaborations occurred via the TEAMS platform with 10 school teams regarding tiered interventions and supports
- Virtual Lunch and Learn Sessions focused on Social Emotional Behavior interventions were provided 3 times

Year-End Results

Performance Measures:

- 11,199 (20.25%) behavior referrals (2022-23 results 17.26%)
(% Based on total student enrollment in January 2024)

Action Steps:

- 163 staff participated in Classroom Behavior Solutions that covered the impacts of development, trauma, basic behavior concepts, engagement, relationship building, and specific classroom management strategies
- Elementary Counseling group aligning Core Counseling Competencies and GaDOE Health Standards
- 90% of elementary school counselors have presented lessons from the district resource list, in addition to the required Think First Stay Safe lessons
- At the middle school level, counselors have delivered 1,575 classroom lessons related to academic, student wellness, and career-based topics
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- 5 High School are implementing Tier 1 practices is at 74% and Tier 2 supports is at 60%
- Trained 5 additional school teams for PBIS in the Fall for a total of 30 schools
- 15 PBIS schools have received PBIS Classroom Systems Training
- Tier 2 School PBIS Coaches meetings (10 PBIS schools implementing Tier 2 Supports)
- 58 administrators trained on Spotlight which is a new platform that provides data visualization to analyze current behavior trends.
- The School Based Behavior Committee held 4 meetings this year with a combination of special education staff, PBIS coaches, and MTSS Leads attending. Concepts addressing motivation in the classroom, direct instruction of social emotional skills, and function-based intervention planning.
- The fall DCD for building based MTSS Leads included a session on the basics of behavior and how the classroom and intervention can have a positive impact on behavior improvement for students
- MTSS Admin Team Collaborations occurred via the TEAMS platform with 10 school teams regarding tiered interventions and supports, MTSS Admin Team conducted 24 building-based visits to support school teams with data-driven decision making to implement behavior interventions
- Virtual Lunch and Learn Sessions focused on Social Emotional Behavior interventions were provided twice thus far this year
- MindSet Safety Management certification and recertification classes have been attended by over 667 staff thus far this school year to learn preventative strategies for a safe and supportive learning environment
- 4 schools participated in restorative practices workshop (total of 30 staff)

- Safety Department met with discipline leads on a regular basis to support accuracy in disciplinary/behavior coding
- 37,874 students participated in the Georgia Health Survey (11,124 elementary students; 26,750 secondary students)
- Over 60% of elementary students taking the Georgia Health Survey (grades 3-5) responded favorably (always or often) on all 11 questions. Highest favorable responses were from the questions “There is an adult at my school who will help me if I need.”, “My school wants me to do well.”, and “My school has clear rules for behavior”. Elementary students note “Students in my class behave so teachers can teach.” with a 55.3% response of always or often.
- At the secondary level, over 83% of students taking the Georgia Health Survey responded favorably (somewhat or strongly agree) to school connectedness questions such as “I feel successful at school.”, “I feel connected to others at school”, and “Students at my school treat each other with respect”. Over 78% of secondary student respondents agree with the statement “The behaviors in my classroom allow the teacher to teach so I can learn”.

Reflection on Results:

Forsyth County Schools continues to place an emphasis on promoting respect, wellness, and balance for both staff and students by creating a safe and supportive learning environment. This effort focuses on reducing behavioral referrals and enhancing the emotional and behavioral health climate across schools. Year-end results demonstrated progress in several areas but also highlighted opportunities for further improvement. For example, behavioral referrals increased to 11,199 (20.25% of the student population), up from 17.26% in the previous year, pointing to a need for continued emphasis on behavioral supports. On a positive note, the Georgia Health Survey revealed encouraging student perspectives: over 60% of elementary students felt supported and acknowledged clear school rules, while more than 83% of secondary students expressed feelings of connectedness, success, and mutual respect among peers.

Several key action steps contributed to fostering this environment. Professional development played a vital role, with 163 staff members receiving training on trauma-informed care, behavior management, and relationship building. Additionally, 58 administrators were trained to use the Spotlight platform, which provides data visualization to analyze behavior trends. In counseling efforts, 90% of elementary counselors implemented lessons aligned with Core Counseling Competencies and required resources, while middle school counselors delivered 1,575 lessons focusing on academic success, wellness, and career exploration.

PBIS (Positive Behavioral Interventions and Supports) continued to expand with 5 schools beginning implementation this year, bringing the total to 30 schools participating. Thirteen elementary schools achieved 79% fidelity for Tier 1 implementation and 63% for Tier 2. Similarly, seven middle schools and five high schools showed substantial fidelity improvements in implementing Tier 1 and Tier 2 practices. Moreover, staff at 15 schools were equipped with strategies through PBIS Classroom Systems Training while others participated in virtual Lunch and Learn sessions on social-emotional behavior interventions. Restorative practices were introduced to four schools, with 30 staff members participating in workshops to address discipline through a more supportive lens. Over 660 staff also earned certifications in MindSet Safety Management, emphasizing proactive measures for safety and prevention.

Collaboration and accountability efforts were integral to these achievements. School-based behavior committees convened to explore motivational strategies, social-emotional skills instruction, and function-based intervention planning. Additionally, MTSS (Multi-Tiered System of Supports) teams facilitated tiered intervention discussions with school teams and provided building-based support for behavior improvement strategies. These collaborative efforts ensured that interventions were data-driven and effectively targeted.

Despite these successes, the rise in behavioral referrals highlights the need for continuous improvement. Moving forward, the district plans to expand restorative practices, enhance PBIS fidelity at all levels, and refine interventions based on behavior trend data from the Spotlight tool. By leveraging insights from student surveys and focusing on

targeted improvements, Forsyth County Schools aims to create an environment where students feel safe, connected, and empowered to succeed.

**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

Major Focus/Initiative #2: Implement strategies to support staff morale and wellness.

Performance Measures: Increase the percentage of retained staff by 3% of the gap.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none">• Partner with community resources to support staff mental health and wellness• Provide ongoing Mindfulness / Mindful Breathing Program and Crucial Conversations training to staff• Provide professional learning to leaders focusing on staff support strategies• Develop monthly wellness calendar for district staff• Raise awareness of Mental Health Facilitator as resource for connecting staff to mental health supports as needed	<ul style="list-style-type: none">• Principals will conduct staff surveys to monitor staff morale and their support as leaders• Provide ongoing Mindfulness and Crucial Conversations training to staff

**Mid-Year Checkpoint
July 2023 - January 2024**

Performance Measure:

- Final Retained Rate for 2023 = 92.97%
- Goal 2024: 93.18%

Action Steps:

- Partnered with local practice to ensure VIP scheduling of staff members (accepting all insurance plans offered by school district)
- 284 staff trained in Mindfulness during the 2023-2024 school year
- 95 staff members were recertified in Mindfulness
- 16 staff wellness classes offered for district employees
- 140 staff trained in Crucial Conversations
- November 2023 presented to elementary principals and during Leader Talk on Mindfulness and how it supports staff wellbeing
- Monthly District Wellness Calendar established (posted September-January)
- 42 staff members contacted Mental Health Facilitator for resources
- Provide on-site referrals for staff members when responding to crises at our local schools

Year-End summary

Performance Measure:

- Final Retained Rate for 2024 = 94.25%
- Goal 2024: 93.18%

Action Steps:

- Mental Health Facilitator partnered with local therapeutic practice to ensure VIP scheduling of staff members (accepting all insurance plans offered by school district)
- Provide on-site referrals for staff members when responding to crises at our local schools
- 505 staff trained in Mindfulness during the 2023-2024 school year (905 across 2 years)
- 95 staff members were recertified in Mindfulness
- 32 staff wellness classes offered for district employees
- 140 staff trained in Crucial Conversations
- November 2023 presented to elementary principals and during Leader Talk on Mindfulness and how it supports staff wellbeing
- Monthly District Wellness Calendar established (posted September-May)
- Human Resources Department support of staff financial wellness through "The Millionaire & Me: A Teacher's Guide to Becoming a Millionaire!" with Dr. Steve Frandsen
- 47 staff members contacted Mental Health Facilitator for resources
- 38 schools provided additional surveys to staff to monitor staff morale throughout the school year
- Mindfulness Coordinator and Mindfulness Facilitator engaged in individualized trainings at schools upon request

Reflection on Results:

Forsyth County Schools has made significant strides in promoting respect, wellness, and balance for staff as part of its 2022–2027 Strategic Plan. For the 2023–2024 school year, efforts to enhance staff morale and well-being were central to increasing staff retention. Key achievements included training 505 staff members in Mindfulness practices, bringing the two-year total to 905, and recertifying 95 staff in these techniques. Additionally, 140 employees received Crucial Conversations training, equipping them with essential skills to navigate high-stakes discussions constructively and foster stronger professional relationships. This training played a pivotal role in reducing workplace stress and supporting a collaborative culture.

Wellness initiatives extended beyond training. A monthly District Wellness Calendar, maintained from September through May, highlighted wellness activities and resources. The district also offered 32 wellness classes and provided on-site referrals to staff in crisis, ensuring immediate support. Mental health resources were further strengthened through partnerships with local therapeutic practices, offering VIP scheduling for staff members. This initiative, coupled with the support of the Mental Health Facilitator, connected 47 staff to vital mental health resources during the year. During Financial Wellness month in January the Human Resources Department supported staff financial wellness by hosting a workshop with Dr. Steve Frandsen, "The Millionaire & Me: A Teacher's Guide to Becoming a Millionaire!" in efforts to ensure our staff understands the benefits available to them as it relates to financial planning.

To monitor and respond to staff needs, schools conducted individualized staff morale surveys, using feedback to tailor interventions to the adults in their buildings. Leadership training also emphasized wellness, with sessions for elementary principals and all school leaders during system-wide Leader Talk in November 2023 focusing on mindfulness as a tool to enhance staff well-being. These efforts underscore the district's commitment to fostering a supportive work environment, and contributed to the overall staff retention rate of 94.25%, surpassing the goal of 93.18%.

Moving forward, the district plans to expand training opportunities, deepen insights through more comprehensive morale surveys, and further integrate mindfulness practices into school culture. By continuing to prioritize communication skills, mental health accessibility, and wellness programming, Forsyth County Schools remains dedicated to creating a balanced and supportive workplace environment.

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 (FY24)
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

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none">Enhanced and increased presence in communication tools promoting programming and community engagement activities<ul style="list-style-type: none">Social media platformsWebsiteNewslettersMailersDigital Signage	<ul style="list-style-type: none">Enhanced and increased presence in communication tools promoting programming and community engagement activities<ul style="list-style-type: none">Social media platformsWebsiteNewslettersMailersDigital Signage

Mid-Year Checkpoint

The school district's strategic plan includes a focus on enhancing and expanding its presence across various communication tools to promote programming and community engagement activities. This includes a stronger emphasis on utilizing social media platforms, updating and optimizing the district website, and regularly distributing newsletters and mailers. Additionally, the plan incorporates the use of digital signage to further increase visibility and engagement within the community. These efforts aim to ensure effective communication and foster greater involvement from students, families, and local stakeholders.

Year-End Results

Repeat: The school district's strategic plan includes a focus on enhancing and expanding its presence across various communication tools to promote programming and community engagement activities. This includes a stronger emphasis on utilizing social media platforms, updating and optimizing the district website, and regularly distributing newsletters and mailers. Additionally, the plan incorporates the use of digital signage to further increase visibility and engagement within the community. These efforts aim to ensure effective communication and foster greater involvement from students, families, and local stakeholders.

Reflection on Results:

Performance Objective A, Initiative #1 for this strategic plan goal focuses on implementing resources for FCS to connect with parents/guardians. At the end of the year, the school district has made significant strides in enhancing communication and promoting community engagement through various platforms. Our increased presence on social media, along with improvements to the district website, has allowed us to better share programming updates and connect with families and community members. The regular distribution of newsletters and mailers has helped keep the community informed, while the use of digital signage has further amplified our outreach, ensuring key messages are visible and accessible to all. These efforts have not only strengthened our communication strategies but also fostered a deeper connection with the community, ensuring that our stakeholders remain informed, engaged, and

actively involved in supporting the district's initiatives. We are looking forward to re-analyzing and improving this work during the 2024-25 school year under a new structure within the Communications Department.

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 (FY24)

Major Focus/Initiative #2: Enhance & diversify communication strategies to strengthen stakeholder understanding

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

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none"> • Implemented School and District 1st Semester Planning Calendar – started tracking • Community Engagement – Updated resources, and created new presentations for schools • District website redesign done • Provide multi-tiered professional learning to schools to build capacity of teachers, principals, and staff to develop best practices in student and family engagement of diverse population • Provide cultural and heritage resources pertaining to inclusivity that increase awareness for teachers, principals, and staff. • Hosted Cultural and Heritage Events • Provided cultural and education displays at the FoCAL Center to promote inclusivity • Hosted and sponsored educational secondary and elementary field trips aligned to Georgia Standards of Excellence at the FoCAL Center. 	<ul style="list-style-type: none"> • Hosted Cultural and Heritage Events • Provide cultural and educational displays at the FoCAL Center to promote inclusivity • Hosted and sponsored educational secondary and elementary field trips aligned to Georgia Standards of Excellence at the FoCAL Center. • Facilitated and led professional learning about <ul style="list-style-type: none"> ○ Connections ○ Best Practices Supporting Cultural Differences in the classroom

Mid-Year Checkpoint

As part of the school district's strategic plan, the district is focused on enhancing its online presence and community engagement initiatives. A major step in this direction is the planned redesign of the district website, which is set to be applied for in January 2023. This redesign will improve accessibility, user experience, and the overall communication of important district information. In addition, the district is introducing two new community engagement events in 2024—Heroes and The Longest Table. These events are designed to foster stronger connections between the district and the local community, providing opportunities for collaboration, support, and celebration of shared values. Through these efforts, the district aims to strengthen its relationship with families, students, and community members while ensuring that important resources and initiatives are easily accessible to all.

Year-End Results

At the end of the year, the school district saw a notable increase in participation across various programs and events, reflecting the successful creation and implementation of initiatives aimed at promoting inclusivity. The district's strategic focus on fostering greater engagement led to stronger community involvement and broader support for school and district activities. Additionally, the district made significant progress in its efforts to enhance its online presence, with the completion of the district website's redesign theme. The website is now awaiting back-end development, which will further improve user experience and accessibility, ensuring that information and resources are easily available to all stakeholders. These efforts demonstrate the district's ongoing commitment to creating an inclusive, connected, and supportive environment for students, families, and the community.

Reflection on Results:

At the end of the year, the school district made significant strides in promoting inclusivity and enhancing community engagement. In the first half of the year, the district implemented a School and District 1st Semester Planning Calendar, marking the beginning of tracking key initiatives. The district completed its website redesign, providing an updated resource for stakeholders. Professional learning opportunities were provided to teachers, principals, and staff to build capacity in student and family engagement, particularly for diverse populations. Cultural and heritage resources were created to raise awareness, and a variety of cultural and heritage events were hosted, along with educational displays at the FoCAL Center. The district also sponsored educational field trips for both secondary and elementary students, aligned to Georgia Standards of Excellence. In the second half of the year, these efforts continued, with ongoing cultural events, displays at the FoCAL Center, and additional field trips. Professional learning focused on best practices for supporting cultural differences in the classroom, ensuring that inclusivity remained a central focus throughout the year. We are looking forward to re-analyzing and improving this work during the 2024-25 school year under a new structure within the Communications Department.

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 (FY24)

Major Focus/Initiative #1: Increase collaboration within vertical communities

Performance Measures: Establish baseline & targets for usage of communication tools & attendance at FCS events; increase in future.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none"> • Attended vertical team AP and Principal presentations for 1st time • Created FB pages for Vertical Teams 	<ul style="list-style-type: none"> • Encouraged, supported, and promoted vertical team events and initiatives <ul style="list-style-type: none"> ○ Spring Flings ○ International Night ○ Cultural Events ○ Safety Events ○ End of year honor presentations and celebrations • The FoCAL Center hosted/supported events associated with: <ul style="list-style-type: none"> ○ Fine Arts ○ Honors Celebrations ○ Promotion Ceremonies ○ Graduation
<p style="text-align: center;">Mid-Year Checkpoint</p> <p>To enhance the tracking and sharing of vertical team events, the school district should begin by systematically gathering resources related to these events, including details such as the type of event, resources used, and the number of attendees. This will help assess the impact of each event and identify areas for improvement. A key action step will be to build a site/area where these events can be posted and easily accessed by other vertical teams. This site will serve as a central hub for information, allowing vertical teams to review past events, share best practices, and collaborate on future initiatives. By creating this resource, the district can foster greater communication and collaboration between teams, ensuring that valuable insights and successful strategies are shared across the entire district.</p>	
<p style="text-align: center;">Year-End Results</p> <p>As part of the school district's strategic initiative to increase participation and support for school and district-focused activities and programs, a key action is to begin tracking vertical team events more systematically. This includes gathering resources, tracking the number of attendees, and capturing relevant details for each event. To facilitate collaboration and sharing of best practices, a site will be developed where these events can be posted for review by other vertical teams. This centralized platform will allow teams to access valuable insights from past events, share successful strategies, and strengthen overall communication across the district. By fostering a collaborative environment and making resources easily accessible, the district aims to enhance engagement, support, and participation in activities that contribute to the success and growth of both students and the wider school community.</p>	

Reflection on Results:

Performance Objective B, Initiative #1 for this strategic plan goal focuses on increasing collaboration with vertical communities. In the first half of the year, the school district made significant strides in fostering collaboration and communication across vertical teams. For the first time, district representatives attended vertical team AP and Principal presentations, which helped facilitate better alignment and support across grade levels. Additionally, Facebook pages were created for each vertical team, providing a platform for sharing information, events, and updates within specific academic areas.

In the second half of the year, the district continued to strengthen its support for vertical team initiatives by encouraging and promoting a variety of events. These included Spring Flings, International Night, cultural events, safety initiatives, and end-of-year honor presentations and celebrations. The FoCAL Center played a key role in hosting and supporting events related to fine arts, honors celebrations, promotion ceremonies, and graduation, further contributing to the district's commitment to celebrating student achievements and fostering a vibrant school community. These efforts highlight the district's dedication to enhancing collaboration and supporting a wide range of student and community-focused activities throughout the year. We are looking forward to re-analyzing and improving this work during the 2024-25 school year under a new structure and department within Community Engagement and Lifelong Education and the Communications Department.

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: Climate, Culture, and Community

Performance Objective A: Increase meaningful home, school, & community relationships
Cabinet Leader: Jennifer Caracciolo (FY24)
Major Focus/Initiative #2: Enhance Partners in Education program to support the Learner Profile
Performance Measures: Establish baseline & targets for P.I.E., volunteers, & donations; increase in future.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<p>School and Teacher Grants:</p> <ul style="list-style-type: none"> Fueling 1st Year Teacher Grants Awarded: \$2,000 (4) Awarded \$109,000 - 26 school/dept grants Collected \$57,000 from Publix back to school donations <p>Student Scholarships: 0</p> <p>Staff Scholarships/Support:</p> <ul style="list-style-type: none"> Profit from Fall iChallenge: \$45,914.25 <p>Families in Need:</p> <ul style="list-style-type: none"> Dining with Dignity total: \$14,606.10 <p>Foundation Giving:</p> <ul style="list-style-type: none"> Employee Giving - \$22,972 <p>Grant/Sponsor Funding for FoCAL: \$24,500 for Penguin Project (double the # of participants in production)</p> <p>Sponsorships Secured for Mid-States Benchmark Consortium: \$9,000</p>	<p>School and Teacher Grants:</p> <ul style="list-style-type: none"> Distributed \$57,000 from Publix for school supplies Collected \$127,006.18 in funds for Duck Dive for future school grants <p>Student Scholarships: 3</p> <ul style="list-style-type: none"> Penguin Project Mentor Scholarships awarded \$4000 <p>Staff Scholarships/Support:</p> <ul style="list-style-type: none"> Award/distributed from Fall iChallenge: Seventeen \$1500 scholarships <p>Families in Need:</p> <ul style="list-style-type: none"> Dining with Dignity total: \$795.28 <p>Foundation Giving:</p> <ul style="list-style-type: none"> Employee Giving - \$20,428 <p>Secured FoCAL Sponsorship for Beauty and the Beast production with Northside Hospital Forsyth.</p> <p>Awarded grants from Forsyth County Arts Alliance:</p> <ul style="list-style-type: none"> \$5000 Penguin Project \$2500 Holocaust Remembrance Event
<p style="text-align: center;">Mid-Year Checkpoint</p> <ul style="list-style-type: none"> iChallenge: \$250 less in sponsorships and 80 less participants Budget created for 24 Duck Dive: 1st time to have set school adoption goals and a sponsorship goal Bringing on two new Foundation Governing Board members January 1. FoCAL: 1st time to add community PIE to production – discounts for attendees for lodging (year), dinner (one production), and concessions (one production) 	
<p style="text-align: center;">Year-End Results</p> <ul style="list-style-type: none"> Duck Dive had increased participation with over 8000 ducks adopted and \$74,647. 52 in sales Overall increased participation from community partnerships Increased ticket sales for community theatre series at the FoCAL Center 	

- Increased donations for Teacher of the Year Celebration

Reflection on Results:

Performance Objective A, Initiative #2 for this strategic plan goal focuses on enhancing the Partners in Education program to support the Learner Profile. The first half of the year demonstrated significant efforts to support schools, teachers, students, and families. The district awarded \$109,000 across 26 school and department grants and provided four \$2,000 grants for first-year teachers. Additionally, \$57,000 was collected through Publix back-to-school donations to support various initiatives. The district also focused on supporting families in need, raising \$14,606.10 through the Dining with Dignity program. Employee giving saw an increase, reaching \$22,972, and \$45,914.25 was generated from the Fall iChallenge event, which helped fund staff scholarships. In terms of arts and education funding, the district secured \$24,500 for the Penguin Project, doubling the number of participants in the production, and obtained \$9,000 in sponsorships for the Mid-States event. The district welcomed two new members to the Foundation Governing Board who joined in January. Additionally, for the first time, the district introduced community PIE (Partners in Education) to the Penguin Project, offering discounts on lodging, dinner, and concessions for attendees, enhancing the overall community engagement with the production. In the second half of the year, the district continued to focus on supporting schools and students. It distributed \$57,000 from Publix for school supplies and raised \$127,006.18 from the Duck Dive fundraiser to support future school grants. The district awarded three student scholarships and provided \$4,000 in Penguin Project Mentor Scholarships. The Fall iChallenge continued to benefit staff, awarding 17 scholarships of \$1,500 each. The district maintained its focus on securing sponsorships, including for the Beauty and the Beast production through FoCAL. Additionally, it received grants from the Forsyth County Arts Alliance, including \$5,000 for the Penguin Project and \$2,500 for the Holocaust Remembrance Event, further supporting its arts education initiatives. We are looking forward to re-analyzing and improving this work during the 2024-25 school year under a new structure and department within Community Engagement and Lifelong Education.

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: Operational Excellence

Performance Objective A: Plan & adapt for growth

Cabinet Leader: Matt Wark

Initiative/Major Focus:

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

Performance Measures:

- 100% of planned projects completed

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none">• Monthly impact statements monitoring county wide residential zoning and developments that impact school facility capacities.• Monthly review of work order completion times and capacity to ensure schools are maintained at a high level and work order completion timeline.• 23/24 redistricting to populate Midway Elementary and help overcrowding district wide at the elementary levels.• Monitor enrollments and projections district wide to prepare for allotments moving into 24/25 school year.• Complete Midway Elementary in anticipation of opening in the 24/25 school year.• SPLOST 6 projects under contract and construction started on 7 FCS properties.• Design 24/25 SPLOST 6 at 12 properties	<ul style="list-style-type: none">• Monthly impact statements monitoring county wide residential zoning and developments that impact school facility capacities.• Monthly review of work order completion times and capacity to ensure schools are maintained at a high level and work order completion timeline.• Complete construction of Midway Elementary to receive Certificate of Occupancy by April 1st to allow successful school opening 24-25 school year.• SPLOST 6 projects under contract and in progress• Design is in progress on SPLOST 6 at 12 properties to go under contract and start work Fall of 2024• Successful completion of projections before deadline to allow for allotments to be completed prior to spring job fair
Mid-Year Checkpoint	
Year-End Results	

Reflection on Results:

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

Goal Area: Operational Excellence

Performance Objective B: Manage financial resources

Cabinet Leader: Larry Hammel

Initiative/Major Focus:

- Obtain/maintain AAA bond rating

Performance Measures:

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

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
<ul style="list-style-type: none">• External audit system• Internal audit of each school<ul style="list-style-type: none">* In service training w/principals & bookkeepers* Chart of accounts enhanced for consistency at schools for principals & bookkeepers* Facilitron School Rentals<ul style="list-style-type: none">* Implementation* Liability & Consistency	<ul style="list-style-type: none">• Zero-based budget process<ul style="list-style-type: none">* Department meetings to assess needs* Ongoing conversations with Facilities & HR* Future projections
Mid-Year Checkpoint	
Year-end Results	

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/Major Focus:

- Obtain Georgia 5 Star Financial Rating

Performance Measures:

- Obtain Georgia 5 Star Financial Rating

Action & Accountability Planning

Action Steps: First Half of Year <ul style="list-style-type: none">• Waiting for the state to issue report; based on prior year activity the FCS should meet this requirement.	Action Steps: Second Half of Year Waiting for the state to issue report; based on prior year activity the FCS should meet this requirement.
Mid-Year Checkpoint FCS has a 5 Star rating for FY2022	
Year-end Results FY2023 has not been closed and those results should be available in CY2024	

Reflection on Results: