Forsyth County Schools

A safe, connected, and thriving community for all

South Forsyth Middle School

2024-2025

School Improvement Plan

Principal: Liz Tuck

School Mission/Vision Statement(s):
Embrace – Educate – Empower

School Belief Statements:

- A **connected** school culture is inclusive and culturally responsive to support students and staff beyond academics.
- Connecting through instruction displays **collaboration** among staff and students to allow for authentic and **meaningful** learning experiences to occur.
- Authenticity of **relationships** and collective responsibility for all stakeholders is the foundation of all experiences.
- Classrooms are student-centered and promote a **safe** place where learning and **connections** are made.

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FCS Goal Area: Social & Emotional Health

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

Major Focus: Establish a safe, inclusive learning environment that emphasizes strength of self, mutual respect and creativity for Staff and Students through the establishment of RISE (Respect, Integrity Safety Empathy) program.

Performance Measures:

- Decrease in classroom major behavior incidents
- Increase the use of eCoins to promote positive behavior
- Monitor classroom minor behavior using Spotlight to establish a baseline

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• The PBIS team will create detailed, engaging lessons that outline the expectations for RISE behaviors. These will be delivered to all students during the first 13 days of school, ensuring consistency and clarity across all grade levels. • Utilizing behavior data, the PBIS team will design targeted interventions and lessons to address specific minor behavior incidents as they arise throughout the school year. • Assemble a diverse team from SFMS to attend the Classroom PBIS training, with representatives from each grade level and department to ensure broad implementation across the school. • Continue to provide embedded professional development focused on classroom management strategies, the effective implementation of the RISE program, and strategies to positively influence student behavior.	• The PBIS team will continue to analyze behavior data to create responsive lessons that address emerging trends in minor behaviors, reinforcing positive outcomes. • Develop a comprehensive plan for the roll-out of Classroom PBIS training in the 2025-2026 school year, including timelines, responsibilities, and integration with existing initiatives. • Sustain and expand job-embedded professional development with a focus on advanced classroom management techniques, enhanced RISE implementation, and behavior support strategies.

Performance Measures: Year-End Results

2023-2024 (Baseline):

- 6th grade had 78 discipline events: 50 students
- 7th grade had 87 discipline events: 39 students
- 8th grade had 50 discipline events: 37 students

PBIS eCoins were utilized to reinforce expectations. Raffles were conducted every 2 weeks as a motivation tool for students to collect eCoins.

Total: 69,341 eCoins given to students

ECoins by Month: Most in October, dropped before winter break, back up and consistent Jan, Feb, March

Grade: 6th – 22,399; 7th – 34,292; 8th grade – 12,650

Expectation: Responsibility – 42,456; Integrity – 13,397; Safety – 5,404; Empathy – 8,079

2024-2025:

Reflection on Results:

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FCS Goal Area: Climate, Culture, & Community

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

Major Focus: Create opportunities for student, parent and staff connections across the Lambert and South Vertical communities.

Performance Measures:

- Increase student engagement in activities outside the classroom (extracurricular, clubs)
- Increase partnerships within PTO and the South Forsyth Middle Community
- Increase promotion rate for events sponsored by both the Lambert and South High School Vertical Communities.
- Increase of Connectivity based on Georgia Student Health Survey
- Staff survey results modeled after the Georgia Student Health Survey to determine connectedness of the staff

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Actively market extracurricular activities and clubs to 6th-grade students and their parents, emphasizing the benefits of early involvement in school culture. • Collaborate with Lambert and South Vertical communities to market and encourage participation in community events and transition activities, ensuring these are inclusive and well-publicized. • Expand the NEO program by integrating stronger mentorship connections, regular coaching sessions, and targeted meetings based on identified student needs. • Build meaningful partnerships between PTO, the local community, and school staff to support a range of initiatives, including FlexTime activities that emphasize student choice and voice. • Implement monthly staff events planned by the Climate and Culture team, focusing on building connections and promoting school pride through peer recognition and social activities.	• Continue to cultivate partnerships between PTO, the community, and staff to enhance FlexTime activities, ensuring these initiatives are aligned with student interests and community values. • Maintain the momentum of staff engagement through ongoing events and recognition initiatives that highlight contributions to the school's culture and climate. • Evaluate and refine transition events and community involvement activities to ensure they meet the needs of students and foster a stronger connection across the school community. • Collaborate with Lambert and South Vertical communities to market and encourage participation in community events and transition activities, ensuring these are inclusive and well-publicized.

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2023-2024 (Baseline):

- Certified Staff Retention Rate (excluding promotion and loss of allotments)
- Classified Staff Retention Rate (excluding promotion and loss of allotments)
- GSHS for Student Connectedness

2024-2025:

- Determine baseline of students who participate in clubs, athletics, CTAE organizations, Fine Arts

Reflection on Results:

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FCS Goal Area: The Learner Experience

FCS Performance Objectives A & B: Increase student achievement and growth

Major Focus: Leveraging our collaborative teams to analyze Tier 1 instructional strategies and engagement and their impact on student achievement.

Performance Measures:

- Increase of Access and Milestones scores for all students and for our underperforming Subgroups
- Content Teams will use 50% of their meetings monthly to discuss Tier 1 instruction and the strategies used to Engage students.

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Support the newly implemented EL program by ensuring the ESOL teacher collaborates with staff to identify EL students, assess their language acquisition levels, and tailor instructional strategies to meet their needs. • Engage staff in Professional Learning Communities (PLCs) to collaboratively plan, implement, and monitor Tier 1 supports and instructional strategies, ensuring these meet the diverse needs of all students. • Participate in the Common Lit pilot program, implementing benchmark assessments, and utilizing results to refine instructional practices and improve student outcomes in ELA. • Provide ELA teachers with professional learning focused on vertical alignment of writing standards, in collaboration with the FCS Content Specialist, to ensure consistency and rigor in writing instruction across grades. • Work with instructional coaches to standardize and deepen understanding of what effective student engagement looks like, fostering higher levels of active participation and learning.	• Continue the focus on PLCs, with a specific emphasis on refining Tier 1 instructional strategies and supporting the professional growth of teachers through collaborative practices. • Deepen professional learning for ELA teachers in vertical alignment strategies, ensuring that instruction across grade levels builds cohesively and prepares students for future academic challenges. • Guide content teams in aligning instructional questions, prompts, and strategies with the complexity of standards, using assessment data to inform instructional adjustments and improve student learning outcomes.

Performance Measures: Year-End Results

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

2023-2024 (Baseline):

Data listed is percentage of students by subgroup that are **Proficient or Distinguished** on the Language Arts End of Grade Milestone scores. Due to new standards, Math End of Grade Milestone scores were not available until early fall.

- 6th Grade (ELA only) – Black 80%; Multiracial 93%; 76% Latino
- 7th Grade (ELA only) – Black 45%; Multiracial 46%; Latino 62%
- 8th Grade (ELA only) – Black 34%, Multiracial 83% Latino 45%

School level data –

- 1368 students tested – 3.4% beginning, 16.2% developing, 43.3% proficient, 37.1% distinguished (ELA)

2024-2025:

Reflection on Results:

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FCS Goal Area: The Learner Experience

FCS Performance Objective D: Develop and sustain consistent assessment practices

Major Focus: Content teams will align formative and summative assessment for teachers to adjust instruction and increase student achievement and growth.

Performance Measures:

- 100% of collaborative teams will participate in the PLC process weekly and data team process monthly or when formative assessments are given before a summative assessment
- Increase growth on Milestones for all students

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Facilitate workshops to calibrate a common understanding of assessment and grading practices across collaborative teams, ensuring consistency and fairness in student evaluation. • : Support content teams in developing a balanced assessment system that prioritizes validity, reliability, and accessibility, with a focus on aligning assessments to curriculum standards through backward design. • Use data from common formative assessments as the foundation for discussions within PLC meetings, guiding instructional adjustments to better meet student needs and improve outcomes. • Offer targeted professional development and coaching sessions focused on FCS assessment practices, emphasizing the importance of formative assessments and their role in guiding instruction.	• Sustain the use of data and collaborative templates to drive instructional decisions, ensuring that teaching strategies are responsive to student performance and growth metrics. • Work with content teams to refine the balanced assessment system, ensuring ongoing alignment with standards and effective integration of formative assessments. • Provide continued professional learning and coaching on advanced assessment principles, including monitoring, and responding to comprehensive assessment data through systematic processes.

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