

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective A: Increase student achievement and growth

Cabinet Leader: Dr. Amy Bartlett

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.

Content Mastery							
Level	2022 Score	2023 Target	2023 Score	2024 Target	2024 Score	2025 Target	2025 Score
ES	92.1	92.3	91.5	91.8	91.5	91.8	
MS	88.1	88.5	88.4	88.7	91.3	91.6	
HS	91.1	91.4	93	93.2	95.6	95.7	

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
Literacy - Implement literacy requirements associated with SB48 (Dyslexia legislation) and HB 538 (GA Early Literacy Act) including universal screening, high quality instructional materials, intervention and progress monitoring, parent communication, and professional learning - Establish school-based Literacy Leaders team to support literacy legislation and implementation of the Science of Reading - FCS Board of Education approved implementation of K-3 HQIM including Heggerty (phonemic awareness), UFLI (phonics), and Benchmark (reading and writing workshop) - Provide foundational reading instructional strategies and resources in secondary schools. - Offer the Dyslexia Endorsement to one or more teachers at every elementary school Tier 1 Instruction - Administer a Universal Screener in Reading and Math for all K-5 students and support the use of the data to inform instruction - Continue implementation of the new math curriculum in alignment with new math standards - Provide job-embedded professional learning opportunities to teachers and leaders in all content areas	Literacy - Continue implementation of the Science of Reading and GA Literacy Legislation - Build capacity of the school-based Literacy Leaders during ongoing, monthly meetings - Review resources for Grades 4-5 reading for 25-26 that align with the Science of Reading - Provide targeted training to prepare Instructional Coaches and Assistant Principals for the implementation of the new ELA standards in 25-26 - Initiate a K-12 Literacy Advisory team representative of all schools to create the K-12 literacy vision and recommend action steps in future literacy work Tier 1 Instruction - Conduct universal screening in winter and spring and use data to inform instruction - Continue supporting the implementation of the new math standards and curriculum - Deliver professional learning sessions across the district on the February District Collaboration Day - Review usage data and impact on student achievement of instructional resources to make informed recommendations for 25-26 - Conduct a resource review for elementary Science, AP Language & Composition (11th), AP Literature and Composition (12th), AP

- Provide lab materials and experiences for K-12 science classrooms
- Support the implementation and growth of Professional Learning Communities

Supporting All Student Groups

- Implement revised course expectations for curriculum, instruction, and assessment with advanced content courses in middle schools
- Assign ELL coaches to each vertical team to support Tier 1 instruction and English Learners through job-embedded professional learning
- Implement the FCS Gifted Endorsement
- Review CCRPI data, including EOG and EOC results, to adjust school improvement plans
- Support each school's immigrant population with our Newcomer Specialist
- Provide ongoing professional learning to EIP/ESOL teachers
- Purchase iReady Math and Reading for EIP students; train teachers to implement
- Engage in cross-department collaboration to provide a cohesive MTSS support to schools
- Provide professional learning about data analysis for PLC and MTSS supports and interventions

Psychology, AP Comparative Government, and on-level Psychology

- Continue building capacity of Professional Learning Leader (PLL) teams to transfer data-driven processes in school-based PL plans
- Continue differentiated support to school leaders in growing effective PLCs
- Collect self-reported data from instructional coaches on progression of PLCs in schools
- Plan professional learning opportunities for teachers in summer

Supporting All Student Groups

- Continue Gifted Endorsement; conduct the needs analysis and planning for 25-26
- Continue EL coaching in vertical teams to support Tier 1 scaffolds and supports
- Continue cross-department collaboration to provide a cohesive MTSS support to schools
- Conduct ES and MS Master Scheduling meetings to support equitable and strategic school scheduling
- Continue professional learning and support for EIP and ESOL teachers
- Continue professional learning with schools about data analysis and interventions
- Partner with Ola Language School to provide English classes to FCS parents
- Begin hosting parent meetings for newcomer families as a support system

Mid-Year Checkpoint

- An analysis of the CCRPI achievement levels has been conducted with various stakeholders and actions for improvement have been set.

2024 Achievement Levels (CCRPI Content Mastery)

	ELA		Math		Science		Social Studies	
Element. Schools	85.33		100		84.08		n/a	
	Levels 1-2	Levels 3-4	Levels 1-2	Levels 3-4	Levels 1-2	Levels 3-4	n/a	
	38.7%	62.3%	28.3%	71.7%	38.8%	61.2%		
Middle Schools	88.44		100		75.28		90.03	
	Levels 1-2	Levels 3-4	Levels 1-2	Levels 3-4	Levels 1-2	Levels 3-4	Levels 1-2	Levels 3-4
	35.1%	64.9%	30%	70%	46.7%	53.3%	35.8%	64.2%
High Schools	95.97		93.27		93.18		100	
	Levels 1-2	Levels 3-4	Levels 1-2	Levels 3-4	Levels 1-2	Levels 3-4	Levels 1-2	Levels 3-4
	26.9%	73.1%	34.6%	65.4%	30.3%	69.7%	24.2%	75.8%

Literacy

- Heggerty (Phonemic Awareness/K-1), UFLI(Phonics/K-2), and Benchmark (Foundational Reading/Writing/K-3) are implemented in all elementary classrooms
- 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
- K-5 Early Universal Screening Mid-Year Data (Reading):



- Support of the Elementary Literacy Leaders is aligned to MTSS and Sp. Ed, Department Chair meetings. Literacy Leaders trainings address all tiers of instruction with the following key components:
 - Universal Screening
 - Tier 1 Instruction
 - Intervention and Progress Monitoring
 - Professional Learning
 - Parent Communication

Tier 1 Instruction

- K-5 Early Universal Screening Mid-Year Data (Math):



- All schools have established structures for Professional Learning Communities
- Content specialists met with middle school teams using a needs-based approach to monitor and adjust curriculum resources to support differentiation for advanced studies students. Further alignment is being supported through common mid-term and final assessment blueprinting
- Science and mathematics resources have been provided

Supporting All Student Groups

- Gifted endorsement: Mid-year data shows 262 teachers currently enrolled, including 13 teachers dropped and 12 new teachers added after the initial start of the program

- ELL coaches are working in classrooms supporting teachers with English Learners:

Job Embedded Weekly Coaching (modeling, co-teaching, mentoring, collaboration)	PD Sessions (school-based learning, cohorts, ESOL teacher trainings, Flashlight 360)
Total: 220	Total: 854
Gen Ed/Content: 150	Gen Ed/Content: 449 (52.6%)
ESOL (experienced):44	ESOL: 199 (23.3%)
ESOL (first year): 28	Special Ed: 99 (11.6%)
Counselors: 6	Instructional Coach: 59 (6.9%)
	Special Areas: 18 (2.1%)
	Admin: 9 (1.1%)
	District Staff: 9 (1.1%)
	EIP: 6 (0.7%)
	Gifted: 5 (0.6%)

- OLA Parent English classes (Level 1 and Level 2/3) are held weekly at Central High and Desana Middle schools, serving the total of 69 parents
- A pilot newcomer-specific meeting is scheduled in late Spring with full implementation throughout the 25-26 school year as part of the Gamily Engagement Series
- 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

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: Dr. Amy Bartlett

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.

Progress							
Level	2022 Score	2023 Target	2023 Score	2024 Target	2024 Score	2025 Target	2025 Score
ES	N/A	N/A	89.4	89.7	90.1	90.4	
MS	N/A	N/A	82.7	83.2	84	84.5	
HS	N/A	N/A	78.9	79.5	73.6	74.4	

Notes:

Progress scores were not available in 2022 due to limited testing during the pandemic.

2024 Progress at the HS level does not include ELA scores due to limited testing during the pandemic.

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
Literacy - Implement literacy requirements associated with SB48 (Dyslexia legislation) and HB 538 (GA Early Literacy Act) including universal screening, high quality instructional materials, intervention and progress monitoring, parent communication, and professional learning - Establish school-based Literacy Leaders team to support literacy legislation and implementation of the Science of Reading - FCS Board of Education approved implementation of K-3 HQIM including Heggerty (phonemic awareness), UFLI (phonics), and Benchmark (reading and writing workshop) - Provide foundational reading instructional strategies and resources in secondary schools. - Offer the Dyslexia Endorsement to one or more teachers at every elementary school Tier 1 Instruction - Administer a Universal Screener in Reading and Math for all K-5 students and support the use of the data to inform instruction - Continue implementation of the new math curriculum in alignment with new math standards	Literacy - Continue implementation of the Science of Reading and GA Literacy Legislation - Build capacity of the school-based Literacy Leaders during ongoing, monthly meetings - Review resources for Grades 4-5 reading for 25-26 that align with the Science of Reading - Provide targeted training to prepare Instructional Coaches and Assistant Principals for the implementation of the new ELA standards in 25-26 - Initiate a K-12 Literacy Advisory team representative of all schools to create the K-12 literacy vision and recommend action steps in future literacy work Tier 1 Instruction - Conduct universal screening in winter and spring and use data to inform instruction - Continue supporting the implementation of the new math standards and curriculum - Deliver professional learning sessions across the district on the February District Collaboration Day - Review usage data and impact on student achievement of instructional resources to make informed recommendations for 25-26

- Provide job-embedded professional learning opportunities to teachers and leaders in all content areas
- Provide lab materials and experiences for K-12 science classrooms
- Support the implementation and growth of Professional Learning Communities

Supporting All Student Groups

- Implement revised course expectations for curriculum, instruction, and assessment with advanced content courses in middle schools
- Assign ELL coaches to each vertical team to support Tier 1 instruction and English Learners through job-embedded professional learning
- Implement the FCS Gifted Endorsement
- Review CCRPI data, including EOG and EOC results, to adjust school improvement plans
- Support each school's immigrant population with our Newcomer Specialist
- Provide ongoing professional learning to EIP/ESOL teachers
- Purchase iReady Math and Reading for EIP students; train teachers to implement
- Engage in cross-department collaboration to provide a cohesive MTSS support to schools
- Provide professional learning about data analysis for PLC and MTSS supports and interventions

- Conduct a resource review for elementary Science, AP Language & Composition (11th), AP Literature and Composition (12th), AP Psychology, AP Comparative Government, and on-level Psychology
- Continue building capacity of Professional Learning Leader (PLL) teams to transfer data-driven processes in school-based PL plans
- Continue differentiated support to school leaders in growing effective PLCs
- Collect self-reported data from instructional coaches on progression of PLCs in schools
- Plan professional learning opportunities for teachers in summer

Supporting All Student Groups

- Continue Gifted Endorsement; conduct the needs analysis and planning for 25-26
- Continue EL coaching in vertical teams to support Tier 1 scaffolds and supports
- Continue cross-department collaboration to provide a cohesive MTSS support to schools
- Conduct ES and MS Master Scheduling meetings to support equitable and strategic school scheduling
- Continue professional learning and support for EIP and ESOL teachers
- Continue professional learning with schools about data analysis and interventions
- Partner with Ola Language School to provide English classes to FCS parents
- Begin hosting parent meetings for newcomer families as a support system

Mid-Year Checkpoint

- K-5 Early Universal Screening Mid-Year Growth Data:

Reading		
% Toward Typical Growth = 73%		
	Fall Window	Winter Window
Mid or Above Grade Level	23%	41%
Early on Grade Level	24%	25%
One Grade Level Below	40%	26%
Two Grade Levels Below	9%	5%
Three+ Grade Levels Below	3%	2%
Math		
% Toward Typical Growth = 53%		
	Fall Window	Winter Window
Mid or Above Grade Level	15%	31%
Early on Grade Level	19%	24%
One Grade Level Below	53%	39%
Two Grade Levels Below	9%	4%

Three+ Grade Levels
Below

3%

2%

- EIP teachers have participated in professional learning sessions with the following focus: Guiding Instructional Planning, Maximizing Data, and Communication with Stakeholders, iReady Personalized Instruction supports all EIP and targeted Tier 2/Tier 3/SPED students:
 - 3474 students in Reading Personalized Instruction
 - 55% of Students with 70 - 100% Lessons Passed
 - 28% of Students with 50 - 69% Lessons Passed
 - 17% of Students with 0 - 49% Lessons Passed
 - 2176 students in Math Personalized Instruction
 - 81% of Students with 70 - 100% Lessons Passed
 - 13% of Students with 50 - 69% Lessons Passed
 - 5% of Students with 0 - 49% Lessons Passed
- MTSS K-12:
 - 3249 Tier 2 students
 - 861 Tier 3 students
- An analysis of the CCRPI **PROGRESS** reports has been conducted with various stakeholders and actions for improvement have been set.

		Elementary		Middle		High	
	2022	2023	2024	2023	2024	2023	2024
Overall	Summative ratings and Progress were not reported in GA due to Covid	89.4	90.1	82.7	84	78.9	73.6
ELA		82.75	80.89	80.84	81.14	N/A	N/A
Math		93.67	97.1	89.78	90.3	81.26	74.67
EL Proficiency		100.00+	100+	58.86	68.51	57.45	64.36

2024 Growth Levels (CCRPI Progress Report)

	ELA		Math		EL Proficiency	
Element Schools	80.89		97.1		100+	
	Levels 1-2	Levels 3-4	Levels 1-2	Levels 3-4	< 1 Band	1 or > Bands
	39.5%	60.5%	25.8%	74.2%	29.5%	70.5%
Middle Schools	81.14		90.3		68.51	
	Levels 1-2	Levels 3-4	Levels 1-2	Levels 3-4	< 1 Band	1 or > Bands
	39.7%	60.3%	30.4%	69.6%	50.9%	49.1%
High Schools	n/a		74.67		64.36	
	n/a		Levels 1-2	Levels 3-4	< 1 Band	1 or > Bands
			43.3%	56.7%	54.3%	45.7%

Year-End Results

Reflection on Results:

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: The Learner Experience

Performance Objective B: Increase student engagement

Cabinet Leader: Dr. Amy Bartlett

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.
- 24-25 Pilot Engagement Tool to establish a baseline; increase levels of cognitive engagement
- 24-25 Aligned new Student School Climate Survey to Engagement Progression

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• Develop a Student Engagement progression in alignment with the Instructional Framework • Conduct self-assessment on the Student Engagement progression • Host ConnectED – inaugural conference for FCS educators with a strand dedicated to Student Engagement • Calibrate understanding around student engagement and planning for engagement and Back to School Summit and with Professional Learning Leaders • Collaborate cross the departments to provide professional learning on behavior strategies and student engagement to school teams (Classroom Behavior Strategies Workshop & Special Education Academy) • 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 • Draft a student engagement pilot to partner with schools to develop a streamlined process to measure and enhance student engagement	• 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 make recommendations for 25-26 • Collect elementary classroom data on observable actions from teachers and students that promote student engagement in mathematics • Implement formative assessment practices to increase student engagement and ownership • Implement engagement pilot and refine process based on leader feedback • Open registration and a call for proposals for ConnectED in July 2025 • Conduct mid-year self-assessment on the Student Engagement progression
Mid-Year Checkpoint • Partnered with 10 schools across two vertical teams to implement the student engagement pilot	

- (22) Schools across all vertical teams implemented engagement training provided at Summit and/or Professional Learning Leaders to calibrate understanding with their staff
- Student Engagement Progression: Pre-Assessment and Mid-Year Self-Assessment Comparison

FCS Administrators' Self-Assessment of Engagement Progression Level of Implementation

- 1: Developing
- 2: Implementing
- 3: Embedded
- 4: Sustained

Engagement Indicator	July 2024 Self-Assessment	February 2025 Self-Assessment	Percent Change
Calibrate a common understanding of student engagement and conditions for engagement	2.0	2.2	10%
Align questions, prompts, and strategies to the complexity of the standard	2.0	2.2	10%
Integrate questions, prompts, and engagement structures to promote higher-order thinking and collaboration	2.0	2.1	5%
Use success criteria to engage in monitoring of learning and reflection	2.0	2.2	10%
Engage students with essential questions and real-world contexts to refine and deepen their thinking	1.9	2.2	16%
Create conditions for students to generate questions, seek answers, and codesign learning experiences	1.7	2.0	18%

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: Dr. Amy Bartlett

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

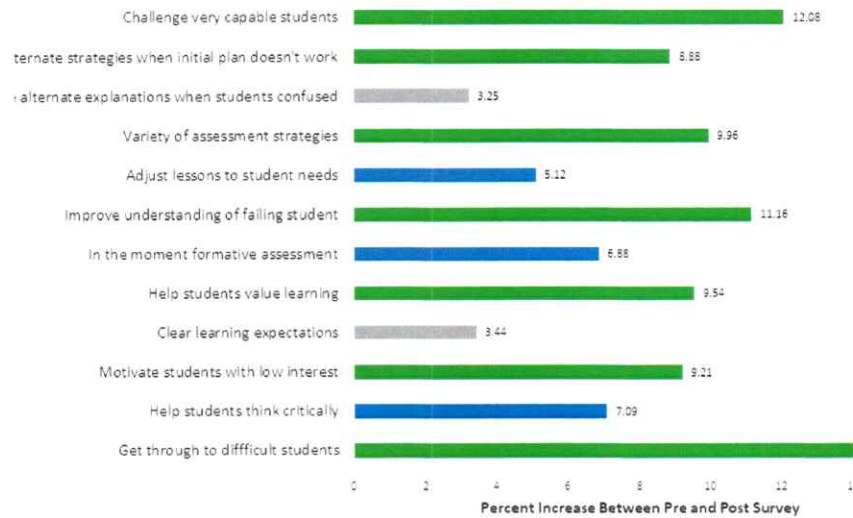
Performance Measures:

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

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
Consistency in Assessment Practices • Establish learning progressions to achieve consistent assessment and grading practices and support growth through professional learning support for school leaders and professional learning leaders. • In collaboration with various stakeholders, develop and calibrate understanding of district assessment documents to ensure clarity and unified messaging. • Work with teacher collaborative teams to identify learning targets and success criteria and align assessments to those targets • Research assessment practices that increase hope, efficacy, and achievement for students and educators and implement them through the FCS Impact Teams. Collect data on the implementation. • Collect initial self-assessment data on the Assessment & Grading Progression from school leaders. Common Assessments • Develop purpose statement, blueprint process, project timelines, schedules, and assessment training to produce common middle school midterm and final exams in the core subjects. • Provide differentiated support to school teams in using common assessments in the PLC cycles.	Consistency in Assessment Practices • Implement common collaborative processes that establish consistency across all professional learning and data analysis sessions with teachers and leaders. • Support the growth of school leaders through ongoing professional learning support. • Share findings from the two-year research by the Impact Team members with leaders. • Plan opportunities for the FCS Impact Team to share data on increased hope, efficacy, and achievement through improved assessment strategies. • Collect the mid-year self-assessment data on the Assessment & Grading Progression from school leaders. Analyze and respond to data. Common Assessments • Collaborate with district departments to support the implementation of common middle school midterm and final exams. • Deliver a PD session to brief school leaders, instructional coaches, and ETCs on the assessment blueprints and the district-led assessment training for teachers to allow the planning of appropriate school-led support during implementation in 25-26. • Develop a bank of AI protocols for use in assessment item creation
Mid-Year Checkpoint • The FCS Impact Team feedback data shows that the teachers feel empowered by new formative assessment strategies that activate students in their learning. Members will record their impact stories and share them in a variety of opportunities (district and school) in the second semester to help encourage others to embrace research-based formative assessment practices as well. The findings of the Impact Team will be published for school and district leaders at the end of the year.	

Teacher's Academic Self-Efficacy
Pre and Post Survey Results
n=38



- To support the SIP goals, the Assessment & Grading Progression was introduced as a tool to pace and monitor the improvement of assessment practices in schools. The action steps were supported through various PD sessions for leaders. Additionally, many schools have partnered with the district leaders to provide related assessment training for their staff.

Self-Reflection Data on Assessment & Grading Progression

FCS Assessment Progression	July 2024	February 2025	Percent Change
Calibrate a common understanding of the assessment and grading principles and practices	2.0	2.2	10%
Develop a balanced assessment system that ensures validity, reliability, and accessibility	1.8	2.1	17%
Utilize effective formative assessment practices to foster student investment in learning	1.9	2.1	11%
Monitor and respond to comprehensive assessment data through systematic processes	1.8	2.2	22%
Build a culture of collective responsibility for all learners	1.9	2.2	16%
Develop & sustain consistent assessment & grading practices that promote hope, efficacy, & achievement	1.7	2.1	24%

- The common middle school midterm and final exam project has been a catalyst for calibration of assessment practice across school and district leadership teams. As we continue to plan, build, administer, and refine these assessments, our assessment literacy as a district increases. The processes we are creating for the common midterm and final exam builds are replicable at the classroom level when creating formative and summative assessments.

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: Dr. Amy Bartlett

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
Build Shared Understanding • Calibrate a common understanding of district grading documents with various stakeholders to ensure clarity and develop unified messaging. • Continue collaboration with the Instructional Technology team on the appropriate use of AI tools as they pertain to grading practices. • Research grading and reporting practices (other districts, educational experts, etc.) Establish Common Grading Practices • Develop common gradebook procedures, a reassessment process, and common disciplinary consequences for students who engage in academic dishonesty. • Adopt changes to the elementary report card that align with the new standards for ELA. • Monitor the implementation of Mastery Connect in the pilot program. • Use the innovative approach based on scale factors and achievement level descriptors on common elementary math unit summative assessments.	Build Shared Understanding • Continue to calibrate a common understanding of district grading documents with various stakeholders to ensure clarity and develop unified messaging. • Develop a bank of appropriate AI tools and processes using them in grading practices. • Research grading and reporting practices (other districts, educational experts, etc.) Establish Common Grading Practices • Develop common gradebook procedures, a reassessment process, and refine reporting categories on report cards for elementary schools. • Evaluate the effectiveness of Mastery Connect as a grading platform for teacher teams. • Prepare secondary school leaders for leading the implementation of common gradebook procedures for the 2025-26 school year.
Mid-Year Checkpoint • With the establishment of common grading practices at the secondary level during the first half of the year, elementary school leaders have expressed interest in developing common grading practices for their level, as well. We plan to apply the same collaborative process to address the need. • The adjustments to elementary report card have been implemented, are aligned to the Science of Reading, and provide a strong foundation for the implementation of the new ELA standards in 25-26. • We are currently collecting feedback from the Mastery Connect Pilot schools to determine whether we should continue our purchase agreement with them. The feedback was mixed last year, but as we monitored it over the fall semester, we have noticed a drop in satisfaction. We plan to move through a consensus-building protocol to ensure we establish a clear decision from the group.	
Year-End Results	

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 54.71% to 56.07%

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year										
• Increase total number of Engagement activities with college/university partnerships • Expand partnership with Teaching as a Professional Pathway (CTAE) and UNG • 100 hires with a Provisional, Waiver, or Permit Certificate • Expand UNG Residency Program to include Educational Scholar Program (launch Spring 2025) • Plan for 3 job fairs (Forsyth First, FCS, and Virtual) • Improve screening process for all certified applicants • Continue workforce housing partnerships • Classified to Certified Career Development Workshop • Substitute workshop – recruitment of alt. Cert. presentation	• Attend at least 75 job fairs for the year. • 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 • Host two Alternative certification info sessions (job fair, subs, and paras) – one virtual and one face-to-face • Use TOTY and recent alumni to attend job fairs with HR • Substitute workshop – recruitment of alt. Cert. presentation										
Mid-Year Checkpoint • 28 of 75 planned job fairs attended thus far • 7 of 18 Engagement Activities with college/university partnerships • Initial roll out of Educational Scholars Program with CTAE and UNG spring 2025. Application is active and receiving candidates. • Established a Google sheet that details contact of potential alternative certified candidates. • Hosted An Evening with Human Resources for current student teachers • Continue Partnerships with local apartment complexes • FTA 2nd cohort FY25 including implementation of virtual essentials course with 6 candidates in Special Education and Spanish fields. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>23-24 Job Fair</u></th><th style="text-align: left;"><u>24-25 Job Fair</u></th></tr> </thead> <tbody> <tr> <td>739 pre-registrations</td><td>730 pre-registrations</td></tr> <tr> <td>261/739 attended</td><td>367/730 attended</td></tr> <tr> <td><u>142 walk-ins</u></td><td><u>158 walk-ins</u></td></tr> <tr> <td>Total = 403 candidates</td><td>Total = 525 candidates</td></tr> </tbody> </table> ***125 candidates registered for job fair are alumni		<u>23-24 Job Fair</u>	<u>24-25 Job Fair</u>	739 pre-registrations	730 pre-registrations	261/739 attended	367/730 attended	<u>142 walk-ins</u>	<u>158 walk-ins</u>	Total = 403 candidates	Total = 525 candidates
<u>23-24 Job Fair</u>	<u>24-25 Job Fair</u>										
739 pre-registrations	730 pre-registrations										
261/739 attended	367/730 attended										
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Total = 403 candidates	Total = 525 candidates										
Year-End Results Results: The percentage of candidates hired as a result of recruitment efforts increased from 54.71% to ____%.											

Reflection on Results:

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 93.93% to 94.11%

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
FY 25: • Certified Educators compensated for using planning periods to cover absences not filled by substitutes • Compensation increases across all pay bands including additional step for every certified staff member • Supplement for Specialized Instruction classroom teachers and paraprofessionals (prepared for Jan. 2025) • Increase emphasis for planning for all Specialized Instruction teachers • Emphasis on retirement education help make educators aware of these benefits (October 2024) • Emphasis on Financial Benefits of being a teacher – Millionaire and Me Workshop (September 2024) • Initiating Advanced Degree Job Fair for professional growth opportunities and compensation (September 2024) • GaDOE Para to Teacher Grant for GaTAPP Completers • FCS Induction Program supplements for 309 School-Based Mentors and 66 Induction Leaders	• Salary /Budget preparation for FY 26 • Alternative Certification Career Sessions (January 2025) • 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 • GaDOE Para to Teacher Grant for GaTAPP Completers (round 2)
Mid-Year Checkpoint • Prepare for FCS teachers' salary increase with the following highlights: • Addition of salary step for all certified and classified employees • Initiate 24/25 Teacher Salary Comparison (Atlanta Public Schools, Cherokee, Cobb, Dekalb, Forsyth, Fulton and Gwinnett) • Initiate 24/25 Special Education Specialized Instruction Salary comparison for Pay Incentives (Atlanta Public Schools, Cherokee, Dekalb, Forsyth, Fulton and Gwinnett) • Individual employee counseling sessions on career growth opportunities and pathways • Discussed benefits of being a teacher at CTAE Educator Summit to 300 students and teachers.	

- Coverage compensation for teachers who are using planning time to cover a class.
- Forsyth Teacher Academy candidates receive \$1,000 compensation for signing a 4th contract with the district.
- FCS Induction Program supplements for School-Based Mentors and Induction Leaders
- Distribution of GaDOE Para to Teacher Grant for GaTAPP Completers (cohort 5)

Year-End Results

Goal: Increase the percentage of retained staff in high needs areas by 3% of the gap from 93.93% to 94.11%.

Results: The percentage of retained staff in high needs areas increased from 93.93% to _____.

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 94.25% to 94.42%

Action & Accountability Planning

Action Steps: First Half of Year	Action Steps: Second Half of Year
• Grow FTA endorsements for high-needs areas: ESOL, K-5 Math, Teacher Support & Coaching Professional learning for 70+ Instructional Coaches • Expand Leadership Development Programs (Aspiring Leader, Aspiring Principal, Class A Leadership, A2A Leadership, LEAD Academy, Aspiring Principals +) • Increase in 2024-2025 Endorsement enrollment (increased from 78 to 328 participants) • Forsyth Teacher Academy GaTAPP enrollment (increased from 23 candidates to 50 candidates) • Forsyth Teacher Academy hybrid cohort development • Working Genius Training through HR dept. • Career Development and Financial Benefit Workshop with Food Nutrition Staff (October 2024) • FCS Advanced Degree Fair with 18 universities/program attended (October 2024) • Financial Advisors available at FCS Advanced Degree Fair (October 2024) • FCS Professional Growth Opportunity app for certified and classified education programs	• Next Steps Provisional Certification Workshop for para and substitutes January 2025 • Endorsement offerings increase from 4 to 5 for 24/25 school year (adding gifted endorsement) • 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	
• Individual Certification Support in Forsyth Teacher Academy Candidates July and November 2024 • Email communication to provisional certified employees about program offerings. • FTA Promotional video to market academy to teachers, leaders in FCS and community • FTA Cohort 6 completed (23 candidates) • “New” FTA Cohort 8 hybrid cohort development and implementation of virtual essentials course • Working Genius training with district leaders and school 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)

Year-End Results

Results: The percentage of retained staff increased from 94.25% to _____.

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 (2024-25)	Action Steps: Second Half of Year (2024-25)
Review and revise Digital Citizenship (DC) plan. Continue to implement DC plan throughout all grades. Provide individual support to schools to increase student engagement with DC lessons.	Encourage more information sharing with parents / guardians around appropriate use for students, especially at the elementary level. Review and spotlight digital citizenship lessons at the MS and HS levels around cheating, specifically with AI tools.

Mid-Year Checkpoint

At a mid-point of the year, technology related behavior incidences accounted for 10% of the total number of discipline events entered into Infinite Campus. This is a slight increase of 2% from last year's final numbers. The overall breakdown across all grade levels consisted of 41% for Inappropriate Use, 35% for Cheating, 17% for Classroom Use (using technology when not allowed or for off-task usage), 4% for Bullying, and 3% for intentional Damaging of equipment.

Technology-related behavior incidences	ES	MS	HS	Total
Bullying	0%	6%	3%	4%
Cheating	0%	19%	47%	35%
Damage	8%	6%	1%	3%
Inappropriate Use	74%	58%	28%	41%
Classroom Usage	18%	10%	21%	17%
% of Total Technology Incidences (all levels)	8%	30%	62%	
% of All Behavior Incidences within a level	3%	11%	14%	10%

Elementary numbers had some variations to the 2023-24 end of year numbers, most notably a 5% increase for Inappropriate Use and a 12% increase in Classroom Usage. Plus, there were no technology related Bullying incidences reported, down from 6% and Intentional Damage decreased by 10%. For Middle School, reductions were shown in Bullying, Inappropriate Use, and Classroom Usage (down 1%, 9%, and 3%, respectively), with a 9% increase in Cheating. At the High School level, Cheating with technology rose again from 43% to 47% of technology related behavior events. Inappropriate Use and Classroom Usage both decreased by 2-3%.

Significant areas to keep an eye on: Inappropriate Use at the elementary level has increased each year and rose from a baseline of 61% to 74%. Many of these deal with student internet searches on Chromebooks but there is an increase in cell phone use and social media. Though Inappropriate Use is still more than double any other middle school category, Cheating at this level almost doubled from the year one baseline (11% to 19%). At high school, Cheating is the main concern and has the largest increase since year 1 (31% to 47%).

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 (2024-25)	Action Steps: Second Half of Year (2024-25)
Monitor and collect data from schools. Collect "Internet Safety Plans" from schools showing their plan for incorporating Neptune Navigate lessons. Push out district-wide social media posts with follow-up activities for parents to engage with their children.	Work with schools on increased fidelity of Digital Citizenship adoption. Continue developing district-wide resources for home sharing with relevant topics on internet safety and digital citizenship.
Mid-Year Checkpoint Through the mid-point of the 2024-25 school year, 21 of the 43 schools (49%) offered 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 is a decrease from last year's mid-point. However, there are still many more second-semester family engagement evenings planned or in the works. One high point is that the overall attendance for the semester 1 events more than doubled to 1,265. 35 schools (83%) 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 319 times, which is almost triple the number from last year's first semester. It appears a greater emphasis was placed on school to home communication than face to face options, in part, due to the difficult time getting parents to attend school events in the evenings. At the district level, our Communications department posted a monthly series of activities that corresponded to the classroom lessons. These posts went to all school social media pages and included at-home activities for parents to engage with their children on relevant topics. Regarding baseline data for year 1 of Neptune Navigate, 90 % of the students K-12 have logged in at least once. However, halfway through the year, schools should have been on target to complete at least 3 of the 4 digital citizenship lessons. To this date, 17 schools have 75% or more students met that goal while 9 schools are less than 50% of students (remaining schools are in between). At each level, some schools have an extremely high success rate (85% - 99%) while others are below 24%.	

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: Todd Shirley/ Sarah Von Esh

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	Action Steps: Second Half of Year
• 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, SafeTalk, & ASIST Trainings • Increase the number of schools that implement Sources of Strength	• Increase Mental Health trainings/ supports available to school staff and leaders • Continue to build relationships with outside agencies to support mental health resources in the community

Mid-Year Checkpoint

July 2024 - January 2025

Performance Measures:

- 28 MOUs for providers in our schools (2022-23 baseline: 16 MOUs)
- 92 Grants given for individual students uninsured/underinsured
- 11 schools have APEX grant providers
- 2 full-time AmeriCorps positions providing trainings around mental health

Action Steps:

- We have increased our outside agency/private practice relationships by 4 providers beyond the end-of-year numbers last school year
- 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
- 2 Youth Mental Health First Aid Trainings
- 3 Safe Talk Trainings
- 2 ASIST Trainings
- 18 Sources of Strength Schools – 3 elementary schools, 9 middle schools, and 6 high schools
- 3 Sources of Strength Booster Trainings for current Adult Advisors

As Forsyth County Schools continue to prioritize social and emotional well-being, the first half of the academic year has been pivotal in expanding access to mental health resources. With a clear objective to address service gaps and enhance accessibility, significant strides have been made in strengthening partnerships, securing funding, and increasing critical training opportunities.

Expanding Mental Health Services

A key focus has been identifying and addressing gaps in services to ensure students across all school levels have

equitable access to mental health resources. Through active engagement with external providers, the district has successfully increased private practice and agency collaborations by four new providers beyond the previous year's numbers (currently 28 MOUs for providers in schools). These partnerships have expanded the range of available services, ensuring that students receive the necessary support based on their specific needs and locations. Key grants and community donations discussed in more detail below have resulted in 92 individuals receiving mental health supports to-date this year.

Strengthening Community Partnerships

Recognizing the importance of external collaboration, Forsyth County Schools have prioritized fostering relationships with outside agencies. The district has secured significant donations and grants from community and state organizations that directly support students/ access to mental health resources and strategies: United Way, Be Rich Campaign through Browns Bridge Church, Cumming First United Methodist Women, Title IV Grant, and Sources of Strength Grant. These financial resources have been instrumental in providing either essential mental health support to uninsured and underinsured students or assisting with whole-school trainings and supports through Sources of Strength programming.

Enhancing Training Initiatives

Equipping staff and community members with the skills to support mental health has been a key action item. By mid-year, the district has successfully conducted:

- **2 Youth Mental Health First Aid Trainings**
- **3 SafeTalk Trainings**
- **2 ASIST Trainings**

These training sessions ensure that educators, staff, and community members are prepared to recognize and respond to students facing mental health challenges effectively.

Expanding Peer Support Programs

The district has also made notable progress in implementing the Sources of Strength program, which empowers students and staff to promote mental well-being through peer-led initiatives. By January 2025, 18 schools—including 3 elementary, 9 middle, and 6 high schools—have integrated the program, with three new schools coming on-board this year. To further strengthen its impact, three booster training sessions have been conducted for current Adult Advisors, ensuring sustained effectiveness.

This strategic approach has already yielded measurable improvements, positioning the district for an even stronger second half of the year. Moving forward, Forsyth County Schools will continue to expand training initiatives for school staff and leaders while further strengthening community partnerships to sustain and enhance mental health support for students.

Year-End Results

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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: Todd Shirley/ Sarah Von Esh

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
• Increase the number of community mentors within our schools • Provide community members training in wellness and self-regulation strategies • Provide staff trainings on how to support anxious behaviors in the classroom • Establish baseline for number of schools providing wrap-around services and supports	• Provide leaders professional learning around restorative practices when addressing discipline • Provider leaders professional learning around trauma awareness and supports • Increase schools providing wrap-around services and supports
Mid-Year Checkpoint July 2024 - January 2025 Performance Measures: • Mental Health Referrals = 639 (1.1%) • DFCS reports = 189 (.34%) • Threat Assessments = 401 (.72%) • Suicide Ideation Assessments = 399 (.72%) % Based on total student enrollment during January 2025 As we reach the halfway point of the year, Forsyth County Schools has made meaningful strides in expanding access to mental health resources and equipping our students, staff, and community with the tools they need to foster emotional well-being. At the heart of this effort has been a growing network of community mentors, with 459 individuals participating in one of 10 training sessions offered through the first semester. These sessions focus on equipping mentors with valuable insights to better support students, ensuring that young people have positive role models who understand their challenges and can guide them toward success. Our community efforts continue to increase, as evidenced through a partnership with The Place of Forsyth County where the district hosted a Love and Logic Parent Training at one of our elementary schools, offering parents practical strategies for fostering resilience and emotional intelligence at home. Additionally, two Mental Health Support Workshops at other local schools provided families with direct access to resources, reinforcing the idea that emotional well-being is a shared responsibility between schools and home life. Inside the classroom, teachers and staff have been actively engaged in learning how to create safer, more supportive environments for students. Professional learning opportunities, such as Reducing Anxiety and Challenging Behaviors	

training, have equipped educators with the skills to recognize and address student distress. Meanwhile, two sessions focused on Anxiety in the Classroom have helped teachers and PBIS Coaches develop strategies to create a calming, structured space where all students feel supported.

Leaders have also played a vital role in this work. At the Back to School Summit, school administrators took part in Mental Health Supports for Leaders sessions, ensuring they have the knowledge and confidence to foster a culture of care within their schools. These conversations have been essential in shaping school-based practices that prioritize well-being for both students and staff.

A continued focus for the district is expansion of wrap-around services, with two schools engaging in Community School Certification and two others focused on providing robust wraparound supports. These services mark a crucial step in ensuring that mental health care is not just an add-on, but an integrated part of the school experience. In the coming semester FCS will establish a repository of wraparound resources available to all schools, as well as invite targeted schools to participate in additional wraparound initiatives.

Beyond training and support programs, an ongoing focus on staff wellness has remained a priority. The monthly Wellness Newsletter has provided teachers and staff with resources on social, emotional, and physical well-being—helping them prioritize their own health while they continue to support their students.

While these efforts have been instrumental in strengthening the district's approach to mental health, the mid-year performance measures remind us of the challenges that still lie ahead:

	2024-25 Mid-Year % based on January enrollment	2022-23 Baseline % based on October FTE
Mental Health Referrals	639 (1.1%)	900 (1.66%)
DFCS reports	189 (.34%)	437 (.81%)
Threat Assessments	401 (.72%)	313 (.58%)
Suicide Ideation Assessments	399 (.72%)	522 (.97%)

These numbers highlight the importance of our work and reinforce the need for continued action. As we move into the second half of the year, the focus will expand to include information on restorative discipline practices, trauma-awareness training for leaders, and the further growth of wrap-around services.

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: Todd Shirley/ Sarah Von Esh

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
• Increase participation in Classroom Behavior Solutions • Continue supports for School Based Behavior Committee • Increase the number of schools implementing PBIS with fidelity • Continue professional learning for Tier 2 & 3 Behavior supports in collaboration with School Counselors • Continue MTSS collaboration times to support school-based staff with specific student behavior needs	• Provide leaders professional learning around restorative practices when addressing discipline • Schools will have students complete the GaDOE Climate Survey (Formerly Georgia School Health Survey) • Analyze Tiered Fidelity Inventory (TFI) results to support PBIS initiatives in schools
Mid-Year Checkpoint July 2024 - January 2025 Performance Measures: • 4854 behavior referrals (8.8%) to-date (% Based on total student enrollment in January 2025) 2022-23 Baseline: 9334 behavior referrals (17.26% based on October enrollment) At the mid-point in our 2024-25 school year, FCS continues to make progress in overall decreasing the number of behavioral referrals by providing resources to support a safe and supportive learning environment across schools. At the heart of our efforts is the Classroom Behavior Solutions initiative, where 72 staff members participated in training sessions on trauma-informed practices, engagement, relationship building, and classroom management. The School-Based Behavior Committee (SBBC) has played a key role, meeting three times so far this year with a team of special education staff, PBIS coaches, and MTSS Leads. They explored motivation in the classroom, direct instruction of social-emotional skills, and function-based intervention planning, supplemented by two virtual support sessions. This team will meet once more in-person in the second semester and continue to provide virtual support sessions.	

A key component of our success has been the expansion of PBIS implementation across our schools. More schools than ever are embedding PBIS practices with fidelity. Thirteen elementary schools have reached a Tier 1 PBIS implementation rate of 79%, with Tier 2 at 63%. Seven middle schools have Tier 1 at 81% and Tier 2 at 55%, while five high schools implement Tier 1 at 74% and Tier 2 at 60%. Two additional school teams joined PBIS this fall, bringing the total to 32. Fifteen PBIS schools have engaged in PBIS Classroom Systems Training, and Tier 2 School PBIS Coaches have supported 10 schools in refining Tier 2 interventions.

Professional learning has been another essential part of our approach. Elementary School Counselors and MTSS facilitators participated in a book study on Tier 2 and 3 behavior supports, while secondary school counselors engaged in training on addressing destructive behavior in teens. The MTSS Admin Team collaborated with 15 school teams through the TEAMS platform to refine tiered interventions and ensure that students receive needed behavioral support.

As of January 2025, the number of behavioral referrals has dropped to 4,854, representing 8.8% of total student enrollment. This marks a significant decrease from our 2023-24 mid-year data of 6714 referrals (12.15% of student enrollment). We will continue to provide professional learning and classroom strategies to support this area in the second semester. We will also offer professional learning on restorative discipline, gather student feedback through the GaDOE Climate Survey, and analyze Tiered Fidelity Inventory (TFI) results to refine PBIS initiatives. By continuing these efforts, we remain committed to a positive and supportive learning environment, building on the progress we've made so far.

Year-End Results

Reflection on Results:

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: Todd Shirley/ Sarah Von Esh

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
• Partner with community resources to support staff mental health and wellness • Provide ongoing Mindfulness / Mindful Breathing Program 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	• Provide ongoing Mindfulness training to staff • Administer Staff and Teacher Georgia Climate Surveys to monitor staff morale and perception of leader support
Mid-Year Checkpoint July 2024 - January 2025 Performance Measure: • Final Retained Rate for 2024 = 94.25% • Goal 2025: 94.42% Action Steps: • 212 staff trained in Mindfulness as of January 2025 (7 trainings offered) • 205 staff members were recertified in Mindfulness • 37 staff wellness classes offered for district employees • 3 Mindfulness/ Mindful Breathing Professional Learning Sessions offered • Monthly District Wellness Newsletter sent to all staff (August- January) • Partnered with local practice to ensure VIP scheduling of staff members (accepting all insurance plans offered by school district) • 42 staff members contacted Mental Health Facilitator for resources • Provide on-site referrals for staff members when responding to crises at our local schools • Student Advocacy Specialists presented to School Nurses to raise awareness of their role to support students and staff	

The first semester of the 2024-2025 academic year marked significant strides in implementing strategies to support staff morale and wellness. With a focus on enhancing overall well-being, several initiatives were actively pursued from July 2024 to January 2025.

Mindfulness training played a crucial role in supporting staff well-being, with 212 staff members participating in seven training sessions and 205 individuals successfully recertifying in Mindfulness techniques. Additionally, three Mindfulness and Mindful Breathing Professional Learning Sessions were conducted, emphasizing the importance of mental resilience and stress management.

To further promote wellness, 37 district-wide wellness classes were offered, covering topics such as stress reduction, physical fitness, and emotional resilience. Complementing these efforts, a Monthly District Wellness Newsletter was distributed to all staff from August to January, providing essential resources and wellness tips to support a balanced work-life environment.

Recognizing the importance of mental health awareness, efforts were made to increase staff engagement with available resources. As a result, 42 staff members reached out to the Mental Health Facilitator for assistance. In addition, on-site referrals and crisis response services were provided as needed, ensuring immediate support for those facing challenges. A major effort involved partnering with local mental health providers to ensure that staff members had VIP scheduling access, with all partnered providers accepting the school district's insurance plans. This initiative aimed to remove barriers to mental health support and encourage staff to seek help when needed. To further expand support networks, Student Advocacy Specialists collaborated with School Nurses, educating them on their roles in supporting both students and staff.

These initiatives have made a meaningful impact on staff morale and retention over time. The final retained rate for 2024 reached 94.25%, demonstrating progress towards the 2025 goal of 94.42%. The increase in participation in wellness programs and mental health resource utilization underscores the effectiveness of these efforts.

Looking ahead to the second half of the year, the focus remains on sustaining and expanding these initiatives. Plans include continued Mindfulness training, administering the Staff and Teacher Georgia Climate Surveys to assess morale and leader support, and strengthening community partnerships to ensure ongoing access to mental health resources. Through these continued efforts, the goal is to foster a supportive and positive work environment, ultimately enhancing staff retention and overall well-being.

Year-End summary

Performance Measure:

- Final Retained Rate for 2025 =

Reflection on Results:

Forsyth County Schools
2022-2027 Strategic Planning

Goal Area: Climate, Culture, and Community

Performance Objective A: Increase meaningful home, school, and community relationships
Cabinet Leaders: Michele Dugan and Valery Lowe
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

- CELE promoted and facilitated events on community engagement that provided awareness and opportunity for FCS, parents, and stakeholders to increase meaningful home, school, and community relationships.
- CELE hosted Hispanic Heritage Month reception.
- CELE hosted students to a National Native American Heritage in house field trip at FoCAL.
- Created and began utilizing Forsyth County Education Foundation email address and updated Constant Contact list to better establish communication with Foundation donors.
- CELE developed 2024-25 playbook for schools around community events, religious holidays, and leadership sessions offered by CELE.
- CELE developed multi-tiered Leadership Engagement Sessions dedicated to working collaboratively with all people to promote inclusivity, school pride, and belonging.
- CTAE and Fine Arts partnered to host the Career Exploration & Pathway Discovery evening event for 8th grade families to explore the variety of pathways offered in high school.
- CELE facilitated and lead multi-tiered professional learning for LEAD Academy, Forsyth Teacher Academy, and Administrator meetings to improve the quality, effectiveness and increase meaningful home, school, and community relationships.
- CTAE and Fine Arts hosted multiple competitions and performances for middle and high school students, including: GHSA and FCS One Acts, DECA Region, FCS Marching Band Exhibition, Hinton Youth Entrepreneurship Kickoff, Cumming Art Center collaborative art shows
- CELE hosted the annual FCS Stakeholder Summit incorporating educators, students, parents, and business and industry partners.
- The FoCAL Center organized a range of school, community, and FCS events to enrich

Action Steps: Second Half of Year

stakeholder programs, including the ACE Japanese Esports Exhibition and Cultural Exchange, the Purbasha Music Concert, and elementary and middle school band and chorus performances, among others.

- The FoCAL Center expanded its partnerships with schools and local community organizations by participating in district events like the Hispanic Heritage Celebration, Holocaust Remembrance, and the GHSA Theatre One-Act Competition.
- The FoCAL Center used ticket sales, surveys, testimonials, and participation numbers to measure targets/goals.
- Communications Department facilitated professional learning for aspiring leaders, athletic directors, Education Technology Coaches, and current school leaders on best practices in effective communications.
- Communications Department offers ongoing support and professional learning for all district departments to engage and communicate with families effectively (e.g. Food & Nutrition, Teaching & Learning, Family Engagement, etc.).
- Hosted ongoing Parent & Community Strategic Engagement Advisory sessions; shared information and invited feedback; took action steps as a result of parent feedback.
- Launched new website through Finalsite with enhanced capabilities, streamlined access, and ADA-compliant technology to meet community needs.
- Communications Department employed diverse communications tools, such as video, to reach a wider audience of stakeholders about timely topics (such as school safety, new legislation, etc.).
- Communications Department established procedures for emergency and important notifications for parents (inclement weather, emergencies) to streamline communication.

Mid-Year Checkpoint

In the first semester, FCS focused on strengthening home, school, and community relationships through engagement events, enhanced communication, and leadership development. CELE facilitated cultural celebrations, such as Hispanic Heritage Month and Native American Heritage Month, while also launching a playbook for community events and leadership sessions. The Communications Department improved outreach with a new ADA-compliant website, video messaging, and streamlined emergency notifications. Professional learning opportunities were provided for educators and leaders to enhance family engagement. CTAE and Fine Arts hosted career exploration events and student competitions, while the FoCAL Center expanded partnerships and hosted various school and community events. Moving into the second semester, FCS aims to build on these initiatives, further refining communication strategies and fostering deeper collaboration between families, schools, and the community.

Year-End Results

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Climate, Culture, and Community

Performance Objective A: Increase meaningful home, school, & community relationships
Cabinet Leaders: Michele Dugan and Valery Lowe
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
• Through collaboration and planning, the partnership structure was redesigned under the new brand of Partner Connect. • Partner Connect onboarding website and collateral were created to encourage new participation and forge new partnerships and maintain existing efforts. • Partner Connect efforts will continue to update guidelines and share with schools and community • Partner Connect was introduced at the October Stakeholder Summit • CELE worked with Salesforce to update website and software to create new form for partnership application and input form for volunteer hours and donation tracking. • Forsyth County Education Foundation partnered with Mark Heard Fuel to give out 5 \$500 grants to new educators for classroom projects at the July District New Educator Orientation. • Forsyth County Education Foundation gave out 26 grants totaling \$124,000 in August for #FoundationFriYAY from funds raised in the 2024 Duck Dive for Education • iChallenge was revamped to an in-person race, the Glow Run for Educators. It had 990 participants and raised funds to provide 15 \$2,500 scholarships for staff members pursuing advanced degrees. • The FoCAL Center hosted various events to support learning and program goals, such as professional learning for FCS teacher, cultural exchange displays, and performances like the Purbasha Music Concert to encourage artistic expression and community engagement. • FoCAL Center implemented a system for regular updates and communication through social media, event surveys, and event mailers.	

- FoCAL Center forged new partnerships with local business partners (ReSet Roofing, Northside Hospital Forsyth) and continued/strengthened partnerships with current partners (Andean Chevrolet, Rotary Clubs, etc)
- CELE hosted annual Stakeholder Summit incorporating educators, students, parents, business and industry partners.
- CTAE has worked to increase industry participation on advisory boards. These boards are also led by industry and community members.

Mid-Year Checkpoint

In the first semester, FCS focused on enhancing the Partners in Education program through the newly branded Partner Connect initiative, improving collaboration between schools and the community. A new onboarding website and resources were developed to encourage participation, and updated guidelines were shared at the October Stakeholder Summit. The Forsyth County Education Foundation awarded \$124,000 in grants and raised funds through events like the Glow Run for Educators, which provided 15 scholarships for staff. The FoCAL Center expanded partnerships and improved communication, while CTAE increased industry participation in advisory boards. Moving into the second semester, efforts will continue to strengthen partnerships and community engagement.

Year-End Results

Reflection on Results:

Forsyth County Schools 2022-2027 Strategic Planning

Goal Area: Climate, Culture, and Community

Performance Objective B:	Work collaboratively with all people to promote inclusivity, school pride, and belonging
Cabinet Leaders:	Michele Dugan and Valery Lowe
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
• CTAE hosted the Community Stakeholder Summit in October for current and potential partners requesting feedback and offering information on a new partnership structure. • CELE hosted Principal for a Day offering different community members the opportunity to take a deeper look into our school system, while also establishing new partnerships for schools. • CELE worked with Midway ES to host the grand opening of their new building for their school community. The event was highly anticipated and very well attended with over 1,000 students, parents, and community members. All loved being a part of the history of the school and getting a sneak peak of the new building. • CELE ran the REACH Scholarship program with middle and high schools and hosted the signing ceremony for 7 new scholars in November for over 100 family members and school staff to celebrate these eighth grade students. • FoCAL shared surveys with event participants to establish baseline of experience and feedback for future needs. • CELE organized vertical team meetings to discuss K-12 vertical alignment. • CTAE expanded into K-5 and is working with a group of teachers to connect this work into MS and HS. • CTAE and Fine Arts facilitated District Collaboration Days where K-12 teachers are working on curriculum vertical alignment and student opportunities. • CTAE and Fine Arts hosted the 8th grade Career Exploration and Pathway Discovery daytime event for students and evening event for 8th	

grade families to explore the variety of pathways offered in high school.

- CTAE and Fine Arts supported regional and state competitions and events where students and community members interact and collaborate.
- The FoCAL Center continued strengthening school partnerships in FCS district departments (School Safety, Special Education, T&L, HR, and others) for their professional learning events.
- The FoCAL Center offered a range of programs for different age groups, cultural backgrounds, and interests that include fine arts concerts/celebrations, field trips, and community theatre series (Beauty and the Beast, Little Shop of Horrors, and The Nutcracker)
- The FoCAL Center measured service/support by utilizing surveys and testimonials/feedback from stakeholders.
- The FoCAL Center developed and supported programming, exhibits, and events that highlight varying cultures, experiences, and voices (Hispanic Heritage, Holocaust Remembrance, Kwanza, Hanukkah)
- Communications Department facilitated professional learning for aspiring leaders, athletic directors, Education Technology Coaches, and current school leaders on best practices in effective communications, including best practices in vertical teaming.
- Communications Department offers ongoing support and professional learning for all district departments to engage and communicate with families effectively for vertical teams (e.g. West Cluster rebranding; North cluster informational podcast, etc.).
- Hosted ongoing Parent & Community Strategic Engagement Advisory sessions based on Vertical Team grouping; shared information and invited feedback; took action steps as a result of parent feedback.
- Communications performed virtual “walkthroughs” of consistency in vertical team branding and is establishing a playbook for vertical team leaders as a result.
- Communications Department increased visibility and frequency of communication for community events on social media, websites, print media, and digital signs to increase attendance at FCS events.

Mid-Year Checkpoint

During the first half of the year, FCS focused on increasing collaboration within vertical communities to promote school pride and belonging. CTAE and Fine Arts hosted events such as the *Community Stakeholder Summit* and *Career Exploration & Pathway Discovery* to engage students, families, and industry partners. CELE facilitated *Principal for a Day* and organized vertical team meetings to enhance K-12 alignment. The FoCAL Center expanded programming, strengthened community partnerships, and gathered feedback through surveys to improve future initiatives. The Communications Department supported professional learning on effective communication, developed branding strategies for vertical teams, and increased visibility for community events through various media platforms. Parent and community engagement sessions provided valuable feedback, leading to action steps that strengthened collaboration. These efforts have built a strong foundation for deeper vertical alignment and community involvement moving forward.

Year-End Results

Reflection on Results:

Forsyth County Schools

2022-2027 Strategic Planning

Goal Area: Climate, Culture, and Community

Performance Objective B:	Work collaboratively with all people to promote inclusivity, school pride, and belonging
Cabinet Leaders:	Michele Dugan and Valery Lowe
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
• CELE hosted Principal for a Day offering different community members the opportunity to take a deeper look into our school system, while also establishing new partnerships for schools. • CELE developed a 2024-25 playbook for schools around community events, religious holidays, and leadership sessions offered by CELE. • CELE hosted Hispanic Heritage Month reception and Holocaust remembrance event. • CELE hosted the State of the Schools luncheon with the Forsyth Chamber for over 200 community members at the new Midway ES. • The Forsyth County Education Foundation gave out many grants that promoted inclusivity at schools through their requested programs and projects providing access to resources for all students and the Penguin Project performance at The FoCAL Center. • The Forsyth County Education Foundation promoted the Dining with Dignity program in December 2024 and raised over \$7,000 to ensure all students receive a hot lunch. • The FoCAL Center began a partnership with Northside Hospital Forsyth for the August show, <i>Beauty and the Beast</i>. Through their sponsorship, the FoCAL Center had further support for costumes and production costs, and we worked together to create a Royal Reception for the cast and community. Northside also provided additional support to the cast with a meal, treats, and training. • The FoCAL Center has organized, promoted, and hosted FCS and school events targeted to cultural awareness and inclusivity. • The FoCAL Center has hosted elementary, middle, and high school events to support their	

goals connected to inclusivity, school pride, and belonging.

- The FoCAL Center has partnered with teachers to promote programming, learning targets/goals through district collaboration. We also provided tech equipment and training in theatre production to middle school and high school programs.
- The FoCAL Center has promoted recognition of cultural and religious holidays through FoCAL programming efforts (Hispanic Heritage Reception, Hanukkah, Kwanza, Holocaust Remembrance).
- The FoCAL Center has grown partnerships with community organizations and community members to support scholarships and volunteer opportunities.
- CTAE and Fine Arts hosted the Community Stakeholder Summit in October for current and potential partners requesting feedback and offering information on a new partnership structure.
- CTAE and Fine Arts hosted the 8th grade Career Exploration and Pathway Discovery daytime event for students and evening event for 8th grade families to explore the variety of pathways offered in high school.
- Fine Arts expanded resources to support K-5 Visual Arts Special Education students.
- Communications Department launched new website to include 6 language translation options based on family home language information.
- Communications Department facilitated professional learning for aspiring leaders, athletic directors, Education Technology Coaches, and current school leaders on best practices in effective communications with families.
- Communications Department offers ongoing support and professional learning for all district departments to engage and communicate with families effectively (e.g. Food & Nutrition, Teaching & Learning, Family Engagement, etc.).
- Hosted ongoing Parent & Community Strategic Engagement Advisory sessions; shared information and invited feedback; took action steps as a result of parent feedback.
- Launched new website through Finals site with enhanced capabilities, streamlined access, and ADA-compliant technology to meet community needs.
- Communications Department employed diverse communications tools, such as video, to reach a

wider audience of stakeholders about timely topics (such as school safety, new legislation, etc.).

- Communications Department established procedures for emergency and important notifications for parents (inclement weather, emergencies) to streamline communication.

Mid-Year Checkpoint

During the first semester, FCS made significant strides in enhancing and diversifying communication strategies to strengthen stakeholder understanding. CELE hosted initiatives like Principal for a Day, a Hispanic Heritage Month reception, and a Holocaust remembrance event to foster engagement. The Forsyth County Education Foundation provided grants for inclusive programs, supported the Penguin Project, and raised over \$7,000 for Dining with Dignity, ensuring all students receive a hot lunch. The FoCAL Center organized cultural awareness events, collaborated with educators, and expanded partnerships for scholarships and volunteer opportunities. CTAE and Fine Arts facilitated the Community Stakeholder Summit and Career Exploration & Pathway Discovery events to connect students and families with career pathways. The Communications Department launched a new multi-language website, enhanced accessibility features, and expanded professional learning on effective communication strategies. Additionally, they introduced new emergency notification procedures and utilized diverse media tools to keep families informed on key topics. These efforts have laid a strong foundation for continued engagement and inclusivity in the second semester.

Year-End Results

Reflection on Results:

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
• 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	• 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 • 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. • Completed Lakeside Middle addition and modifications 60 days ahead of schedule and removed all modular units from site within 30 days of completion. • SPLOST 6 projects in phase 1 complete and phase 2 schools under contract and anticipated completion December of 2025. • SPLOST 6 projects of final phase 3 are being designed and will go to board to approve anticipated start date on final 18 locations July of 2025. • Successful completion and submission of 2025-2026 projections prior to deadline. Review of 2024-2025 projections show facilities projections were off by 41 total students out of 55,164, less than 0.5% error margin.	

**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
• External audit system • Internal audit of each school * In service training w/principals & bookkeepers * Chart of accounts enhanced for consistency at schools for principals & bookkeepers * Facilitron School Rentals * Implementation * Liability & Consistency	• Zero-based budget process * Department meetings to assess needs * Ongoing conversations with Facilities & HR * Future projections
Mid-Year Checkpoint The school system currently has at least a 15% fund balance based on cash flow analysis.	
Year-end Results Will provide the data after closing FY25 books.	

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 • 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 Per the State GOSA website there are no rating for FY23 or FY24. Based on prior year data I would expect FCS to again have a 5 star rating for those years.	

Reflection on Results: