

North Forsyth Middle School

FCS Strategic Goal Area	FCS Strategic Performance Objective	Major Focus
#1. Social & Emotional Health	(C) Promote respect, wellness, and balance for staff and students	Establish and promote respect, wellness, and balance for students and staff by defining a set of core values that all stakeholders will instill in themselves, classroom, school, and community
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	Increase opportunities for families and students to feel connected to the North United community of schools.
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Increase student achievement by implementing the full PLC process with a focus on results orientation.
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Increase the percentage of students scoring at the midpoint and above on their Lexile grade level stretch band.

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FCS Strategic Goal Area	Reflection on Year #1
#1. Social & Emotional Health	The NFMS Wildcat Way team has identified four core values of NFMS: Community, Trust, Accountability and Spirit. These core values were the result of input from teachers, students, the administrative team and representatives from the PTSO and LSC. The Wildcat Way team then worked towards implementation of the first core value (Community) through lessons and recognition of those students and staff that exemplified this value. Finally, students were surveyed to determine if they had an adult staff member that they could ask for help if necessary. The results showed that a very large percentage of students self-identified a staff member that they could ask for help.
#4 Climate, Culture, & Community	North United has offered some of our family events for multiple years and therefore we are able to hone them each year. This year North United had a dedicated communications plan that helped us to promote events through all 7 schools. This promotion helped to get families involved and participating. For next school year, we will have a committee dedicated to communication for North United so that we can continue to improve in this area. Additionally, we will hope to start a North United Facebook page to share out information to families. This year we were able to expand the internet safety night by having the speaker also come meet with middle school students for a presentation. We aim to continue and grow this for next year. Our Trunk or Treat turnout was overwhelmingly positive. The addition of the school supply and coat pop-up shop allowed us to give back to our community on this fun night. The principals of the seven schools dedicated to meeting monthly with each other and with our community members multiple times throughout the school year. This connection has allowed us to review feedback and constantly strive to grow our events and community impact. We have plans for next year to evolve our parent/community advisory panel for North United. The goal of our group will be to strengthen our tie to the community agencies and needs to better serves our families. We are hopeful that these connections will lead to the schools being a direct line of connection for our community.
#5 The Learner Experience	The PLC process was altered from a whole staff model of professional learning to the intentional focus on training a core group of PLC leaders. This included monthly meetings with the core group of PLC leaders that resulted in the sharing of best practices and feedback that informed the next steps in this on-going process. More specifically, the core group of PLC leaders focused on analyzing formative assessment data with the goal of streamlining the formative assessment data collection process to help inform instruction.
#5 The Learner Experience	With the assistance of the FCS Teaching and Learning Department, mandatory professional learning was implemented that focused on literacy (reading, writing, listening and speaking) best practices. Subsequent classroom observations showed that these practices were evident in many classrooms. Further collaboration with the Teaching and Learning Department has led to the development of a cohort of middle school teachers that will focus on the science of reading for those students that show a demonstrated need for intense support. We are currently awaiting CCPRI and EOG growth measures to establish a baseline.