

South Forsyth High 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	Initiate and implement the War Eagle Way through Connecting, Achieving, and Leading in the classroom, common areas, and community.
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	The South Vertical Team will increase a sense of belonging and school pride among the community stakeholders including parents, students, teachers, and business partners.
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Strengthen Professional Learning Communities (PLCs) within content teams to increase student achievement and collective teacher efficacy
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Strengthen use of MTSS framework to match instructional support to specific needs of students.

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FCS Strategic Goal Area	Reflection on Year #1
#1. Social & Emotional Health	<p>To encourage student connectedness, the Club Blitz event was changed this year to increase the effectiveness. Representatives from each club presented to 9th Academy classes during the instructional flex period. 9th grade students had the opportunity to learn about each club on campus and determine where they wanted to get "connected" at South Forsyth High School. This process allowed 9th graders to connect with clubs of interest.</p> <p>Distinguished 11th grade students serve as War Eagle Ambassadors to represent the characteristics of the War Eagle Way to 9th graders. Ambassadors mentored students and encourage extracurricular involvement. In addition, Ambassadors participate parent and community events throughout the year. The Ambassador program will expand to 40 members to better serve the 20 9th Grade Academy classes.</p> <p>The SFHS student population is divided into the Connect, Achieve, Lead, and Inspire Academies based on grade levels. Within each Academy, teachers deliver Academy lessons that focus on academic success, connectedness, school spirit, and community outreach. SFHS will continue with Academy lessons and expand to include more team building and school spirit activities.</p> <p>To communicate the ideals of the War Eagle Way, the Audio Film class, in collaboration with the staff War Eagle Way committee, created 2 videos each month to be shared during the Academy lessons. We will continue to use these videos each year as a reminder of the positive behavior expectations at SFHS.</p> <p>Quarterly grade level competitions were used to encourage War Eagle Way expectations with a focus on punctuality, community service, club involvement, and school spirit.</p> <p>The Student of the Month (SOTM) and Teacher of the Month (TOTM) recognitions spotlighted the achievements of individuals. Honorees enjoyed certificates, gift cards, t-shirts, and luncheons.</p> <p>The MTSS coordinators identified students with academic and attendance concerns. MTSS meetings involving the counselors, grade level administrators, SAS, and social worker were conducted to implement interventions to support each student. The interventions resulted in a decrease of students with attendance related concerns as attendance improved.</p> <p>The War Eagle Way (WEW) initiative was new this year. To communicate the message and matrix of the WEW, SFHS invested in signage throughout the campus to advertise the WEW standards. The positive messaging added to the learning environment in the building.</p>
#4 Climate, Culture, & Community	<p>All of these events were first-time initiatives for our vertical team and were met with different levels of involvement. For the first year, the goal was to provide these opportunities for members in our community to connect with each other. The "South Strong" vertical event held on September 20 had very large turnout. Were able to showcase our students thriving in many different areas of academic and campus life including elementary school chorus students performing the National Anthem, clubs from each level having displays during the tail-gate event, the high school band performing, and the event being centralized around a middle school football game featuring both members of our vertical team. Both community service initiatives produced higher than expected amounts of donations for the various organizations. The food fight, including valuing donations at \$2 = 1lb of food, raised 9,962.4 pounds of food, and over 300 cake kits were donated. The safety night and spirit nights were great events, but participation did not match the other larger events. We feel we met our goal this year by offering this variety of events and experiences. Some simple tweaking of offerings will increase participation and impact. We should provide more opportunities to showcase students in the large vertical event. Having, possibly, two spirit nights a quarter as opposed to one per month (in addition to all the ones a normal school does) will hopefully increase participation and connectedness among families. Focusing on how we communicate events to our community will also assist in participation. For the future, we also need to do a better job in tracking how many people participate in the event.</p>

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#5 The Learner Experience	<p>In the 22-23 school year, our PLCs focused primarily on two priorities: the rollout of Canvas and the implementation of district assessment guardrails. Teachers continued to meet regularly in content teams to align practices and assessments, though efforts were not as strategic or structured as they would have been without the implementation of a new learning management system (Canvas) and new practices in terms of assessment. In the 23-24 school year, the Professional Learning Leaders will faithfully implement best practices from Learning by Doing along with district PLC initiatives . PLCs will meet with the PLL, will focus on learning, strengthening a collaborative culture and collective responsibility, all with a results orientation. Professional Learning Leaders will provide continuous job-embedded coaching and other forms of classroom support (peer observations, instructional walkthroughs, demonstration lessons, etc.) to transfer educator learning to classroom and schoolwide practice to increase student achievement. We will continue to monitor and assess the number of students who fail courses, as well as review pass rates on EOCs, IB exams, and AP exams with a closer look at performance of each subgroup.</p>
#5 The Learner Experience	<p>Strengthening our MTSS framework through interventions and supports allowed us to collect baseline data this year for our students and determine intervention success. Teachers referred students to Talon Time, Instructional Extension, the MTSS team, and summer school based on student performance. Students failing courses not required for graduation accounts for the large number of failures as compared with those attending summer school. We found success with students completing recovery options through APEX and summer school and will continue to support our off-track students next year with the hope decreasing these overall referrals. Next year, we will continue our use of Talon and Instructional Extension to provide remediation opportunities for students in core graduation courses. We will implement instructional and student support teams to identify at-risk students and provide teachers with supports on Tier 1 strategies in daily instructional practice. Our student support team will receive referrals for Tier 2 and 3 and employ interventions collaboratively with the graduation coach, school social worker, student advocacy specialist, counselors, and administrators.</p>