

South 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 a safe, inclusive learning environment that emphasizes a strength of self, mutual respect and creativity through establishment of RISE (Respect, Integrity, Safety, Empathy) program.
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	Will work with both sets of vertical schools will to initiate cluster wide events.
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Focus on professional learning and effectiveness at the content team and professional learning community level.
#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	<p>Describe the effectiveness of the initiative: What worked well and what did not? In your full first year of PBIS, our students and staff embraced the matrix and expectations outlined by the committee. Although the number of office referrals increased, it was due to the shift in how teachers and students were held accountable for progressive discipline and PBIS procedures. In years past, teachers had a difficult time documenting student behavior in the classroom, and reported overall behavior without documentation to support. The majority of referrals were for classroom issues, and this was addressed through additional training in professional learning sessions regarding behavior and classroom management. Additionally, this year we focused on consistency between the administrative team, and we tackled discipline issues as a team. We look forward to continuing offering behavior supports and utilizing our new strategy for Behavior Talks to assist teachers in continuing to build a foundation of classroom management. PBIS rewards and feedback received positive responses, and providing student voice and choice in the rewards was paramount. Our new behavior supports that we implemented in the spring was very successful in helping to tailor the behavior of students who were frequently receiving office referrals. We will continue to implement this strategy and create behavior plans in order to support these students, as well as empower the teachers in dealing with behaviors through our job-embedded professional learning. Teachers are being taught specific behavior and classroom management strategies to redirect students and provide positive student intervention. We do anticipate the overall number of discipline referrals going down in future years, as our new progressive discipline documentation practices are implemented and students and teachers become more familiar with behavior expectations.</p>
#4 Climate, Culture, & Community	<p>Describe the effectiveness of the initiative: What worked well and what did not? The South Vertical Event was established at a middle school football game between Lakeside Middle and South Forsyth Middle. This event was chosen to encourage participation and buy-in from all of our students (a number of whom do not attend our vertical high school). All schools were well represented through the use of fine arts, CTSO, and athletic organizations. Our vertical service events continued to be successful and benefit a local charity (The Place). We increased our Business partners at SFMS by 800% moving from 1 in 2022 to a total of 8 in 2023. After reflecting with our vertical team, we agreed that having an event that allowed buy-in from all of our students was beneficial, and we will look for other ways to incorporate a similar event next year. We determined that we need a better means to determine baseline participation data, and also how to market the event to our vertical community.</p>
#5 The Learner Experience	<p>Describe the effectiveness of the initiative: What worked well and what did not? This year, South Forsyth Middle School focused on the data teaming and professional learning community process for teachers and staff. Instructional coaches and administrators regularly met with teams to ensure regular meeting, protected planning time, and data teaming protocols. The PLC's primarily focused on using formative assessment data to adjust enrichment and remediation instruction. Next year, we will continue to build upon the foundation this year, and increase the frequency and comfort of teachers using data for instructional purposes.</p>

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#5 The Learner Experience	<p>Describe the effectiveness of the initiative: What worked well and what did not? Through our in-house professional learning focusing on PLC, job-embedded learning, and specific literacy initiatives from the County Office, we were able to determine the literacy needs of the students, as well as how different strategies to begin meeting their needs. The County focus on literacy and the new literacy cohort will continue to build our teachers' toolbox and have an overall impact on student Lexile and student learning. Our ELA teachers and SS teachers specifically implemented the strategies for FRQ's and DBQ's presented from the County Office, and these strategies, along with primary source documents, will continue to increase student literacy. Next year we will have a revised Enrichment program that was rebuilt this year and will be implemented next year. This will include teacher conferences and a focus on literacy and transfer of learning. The Enrichment teachers will receive the specific training from the County Office literacy specialist that is working with the cohort.</p>