

# FAUQUIER COUNTY PUBLIC SCHOOLS Strategic Plan

*Adopted by Fauquier County School Board on 02.03.2020*

---



*Equity and Access for All 21<sup>st</sup> Century Learners*

---

## ASPIRATIONS 2.2

---

# Fauquier County Public Schools Aspirations 2.2

## Table of Contents

	Page
<b><u>Introduction &amp; Background:</u></b>	
Beliefs.....	1
Mission Statement.....	1
Parameters .....	1
Objectives.....	1
Strategies .....	2
Macro-Level Longitudinal Measures.....	3
<b><u>Equity and Access for 21<sup>st</sup> Century Learners:</u></b>	
Academics Action Plans.....	4
Student Support Action Plans .....	14
Environments Action Plans.....	18
Staff Action Plans.....	23
Communication Action Plans.....	32
Resources Action Plans.....	35

# Fauquier County Public Schools

## Aspirations 2.2

**THESE ARE THE BELIEFS, MISSION STATEMENT, PARAMETERS AND OBJECTIVES FOR OUR STRATEGIC PLAN.**

### ***BELIEFS***

We believe that...

- Each person is unique and has invaluable intrinsic worth
- People learn differently
- Learning occurs through access and engagement
- Inspiration and affirmation foster achievement
- People seek deep and meaningful connections
- Effective education maximizes each individual's potential
- Each of us has the potential to change
- Family is the most formative influence in child development
- High expectations are the foundation of success
- Sound relationships, based on civility and mutual respect, are central to community
- Recognizing and respecting diversity in our community builds a stronger community
- A safe, supportive and trusting environment promotes learning
- We impact the natural environment; therefore, environmental stewardship is our responsibility
- A community's commitment to public education is essential to the success of both its schools and the community itself

---

### ***MISSION STATEMENT***

*Fauquier County Public Schools (FCPS), an innovative learning community, is committed to developing creative, confident, and knowledgeable citizens who are globally competitive by cultivating the potential of all learners.*

---

### ***PARAMETERS***

- We will treat all people with dignity and respect.
- We will learn from our past as we build our future.
- We will celebrate excellence.
- We will use all resources efficiently and wisely.
- We will promote and support instructional innovation.

### ***OBJECTIVES***

- Each student will reach his or her academic potential.
- Each student will have access to a rigorous and engaging curriculum.
- Each student will acquire essential qualities of character and integrity and shall demonstrate respect for self and others.
- Each student will become a responsible contributor through a personal connection with the community.
- Each student will use what he or she learns to impact the community, the country, and the world positively now and in the future.

# **Fauquier County Public Schools**

## **Aspirations 2.2**

### **STRATEGIES**

Following are the six strategies of Aspirations 2.2.

#### **Academics**

We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

#### **Student Support**

We will engage our schools and larger community to teach prosocial skills and provide tiered supports promoting development of responsible practices, social-emotional wellness, and positive character traits for each student.

#### **Environments**

We will provide safe and productive environments that support the physical, emotional, academic and social needs of the school and community and that create a culture of environmental responsibility.

#### **Staff**

We will attract, hire, develop, and retain high quality staff.

#### **Communication**

We will ensure effective internal and external communication and involvement.

#### **Resources**

We will be accountable, system-wide, to manage our resources effectively and to allocate them wisely to achieve our mission.

## Fauquier County Public Schools Aspirations 2.2

**Longitudinal Data:** Below is a summary of macro-level data that we measure to ensure the vision of the school board is quantified into outcomes that benefit all students. These are in no way all the measurements monitored by FCPS1, however they are representative of several key measures to monitor that all students are learning in our school division.

<b>FCPS1 Data</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>
<b>Accreditation</b>	15 of 19 schools accredited	17 of 19 schools accredited	16 of 19 schools accredited	18 of 19 schools accredited	19 of 19 schools accredited	TBD
<b>On Time Graduation – All Students</b>	93.3	95.2 State – 91.4	95.8 State – 91.2	96.1 State - 90	94.1 State – 91.5	TBD
<b>Black</b>	N/A	86.9 State – 88.4	88.3 State – 88.4	95.5 State – 85.4	89.6 State – 89.7	TBD
<b>Hispanic</b>	N/A	89.2 State – 82.8	88.3 State – 81.2	91.8 State - 80	88.2 State – 80.1	TBD
<b>Students with Disabilities</b>	N/A	95.5 State - 88	95.9 State – 87.1	95 State – 86.3	91.5 State – 88.5	TBD
<b>CTE Credentials Earned</b>	N/A	1,260	1,389	1,516	1,416	TBD
<b>AP- % Qualified, score of 3 or better</b>	42%	49%	46%	49%	43%	TBD



We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

---

## **Revised Action Plan 1.1**

**Continue to develop and deepen the community's needs-based pre-school program with Virginia Pre-School Initiative (VPI) funding and community partnerships.**

**Team Champions:** Supervisor for Early Childhood Education and Director of Special Education.

**Summary:** The Virginia Preschool Initiative (VPI) program serves at-risk 4-year-olds and is free to eligible children who reside in Fauquier County. Eligibility is based on family income and child and family risk factors. There are five VPI classrooms within the county (Coleman, Ritchie, Miller, Brumfield, and Pierce). Services includes transportation. Each program has a certified teacher and instructional assistant and uses an evidence-based curriculum.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – (A) Apply for PDG B-5 grant through VDOE; (B) Explore effective, flexible professional developmental tools to ensure VPI PD requirements are met for both teachers and instructional assistants; (C) Collaborate with preschool coalition; (D) Implement VECF Mixed Delivery grant.
2. FY 2020 – (A) Implement the webinar-based professional development tool in order to provide targeted professional development to both teachers and instructional assistant based on CLASS observation scores; (B) Implement PDG B-5 grant; (C) Continue collaboration with Fauquier County's preschool coalition to further build community partnerships with private preschools and Head Start; and (D) Build partnerships with community preschools to facilitate more scholarship options for students on waiting list that are not eligible for Head Start.
3. FY 2021 – (A) Continue implementation of professional development tool; (B) Increase access of VPI to students with disabilities by means of inclusion.
4. FY 2022 – Investigate the option of adding an additional VPI program in the county.
5. FY 2023 – TBD



We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

---

## **Action Plan 1.2**

**Provide intentional professional learning for all staff that aligns with school division goals, and continue to monitor implementation of evidence-based practices and protocols that address quality and rigorous instruction to ensure equity for all learners.**

**Team Champions:** Director of Instruction and Coordinator of Professional Learning.

**Summary:** FCPS1 provides a professional learning program that focuses on being able to offer high quality and rigorous instruction for all students. This affords the creation of an instructional framework that emphasizes active and deeper learning in every classroom. As a result, each educator will have professional learning goals connected to division-wide aspirations.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Review training program requirements with committee; Expand use of Frontline to include course catalog; offer on-site summer conference: “What great educators do differently”; start instructional coaching cohort.
2. FY 2020 – Implement a new professional learning program with continued expansion of offerings to all staff, including classified; expansion of instructional coaching cohort.
3. FY 2021 – Expand tuition reimbursement through full use of Title IIA funds for teacher professional development; increase course offerings to reflect instructional needs, including blended courses.
4. FY 2022 – Creation of best practices repository; expand conference opportunities for all staff; continue expansion of course offerings, including substitutes.
5. FY 2023 – Continue investment in all educators of FCPS; continue to create more intentional processes to establish a feedback loop that demonstrates value of professional learning experiences.

# Academics



*Excellence by Design*

We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

---

## **Action Plan 1.3**

**Offer targeted support for post-secondary planning to all students with specific attention to students from traditionally under-represented groups.**

**Team Champions:** Divisional Equity Lead, Director of Instruction, Supervisor for CTE, Supervisor for World Languages and ESL.

**Summary:** FCPS1 strives to provide targeted support and structured counseling to marginalized populations through academic, career, and financial aid planning. The division offers various avenues to expose students and their families to post-secondary opportunities such as test preparation, college visits, virtual tours, workshops, and speakers.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Improve student understanding and access to post-secondary pathways.
2. FY 2020 – Continue and expand current offerings through increased local partnerships and division-wide collaborative efforts.
3. FY 2021 – TBD
4. FY 2022 – TBD
5. FY 2023 – TBD





We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

---

## **Action Plan 1.4**

**Re-imagine FCPS1 learning spaces with furniture, equipment, and technology that will enhance student engagement and deepen students' understanding of content.**

**Team Champions:** Educational Technology Leader, Supervisor Library and Media Services.

**Summary:** FCPS1 is re-imagining learning spaces in all schools to be equipped with furniture, devices, and resources to provide equity and support to all learners.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Inventory each location for status of equipment and resources available for teachers and learners.
2. FY 2020 – Survey stakeholders to create a vision of the classroom needs for learning spaces at elementary, middle, and high school levels. Replace essential technology needs in each school community. Research and create a 1:1 computer plan including pilot, research, implementation, professional development, and refresh actions. Commence professional development for a 1:1 initiative. Begin creation/research of Makerspaces in conjunction with current Media Centers.
3. FY 2021 – Equip high school classes with a digital display to wirelessly connect the learning environment. Implement Phase 1 of a 1:1 PILOT initiative to provide each high school student a device. Begin planning for renovation of elementary libraries to Innovation Media Centers. Create an Innovation Lab at each elementary location to provide a flexible learning environment and equitable access to technologies through inquiry design and exploration.
4. FY 2022 – Replace elementary school devices based on need. Address the needs of the remaining elementary schools to transition to an Innovative Media Center if funds are available.
5. FY 2023 – TBD



We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

---

## **Action Plan 1.5**

**Examine advanced studies programs K-12 to determine if they are meeting the needs of all learners with specific attention to traditionally underrepresented groups.**

**Team Champions:** Supervisor of Advanced Programs, Supervisor of Mathematics, Supervisor of English/Reading, Supervisor of Science/Health and PE, Supervisor of History and Social Science.

**Summary:** FCPS1 provides educational opportunities to meet the needs, abilities, and interests of all of our high-ability and/or highly motivated students. Professional staff, using multiple and equitable criteria, identify students in each school and each grade level for gifted services and/or advanced learning activities.

## **Planned Milestones & Budget Needs:**

1. FY 2019 – LEAP Program is up and running in all Title 1 elementary schools. Elementary and middle school math progressions changed to allow more students access to accelerated math courses.
2. FY 2020 – Investigate reimaging and reinstating the AP Potential program at each high school. In addition, Gateways teachers will team with the ELL dual language specialist to provide information on English learners who are potentially gifted.
3. FY 2021 – Investigate ways to increase rigor in middle school core subjects, including standardizing honors curriculum and adding a possible advanced science. In addition, investigate the addition of a Pre-AP program in middle and high school. If the Pre-AP program is adopted, there will be an expense the following year.
4. FY 2022 – Expand LEAP Program to all elementary schools by changing the half-time K-2 teacher at each elementary school to full time.
5. FY 2023 – Investigate adding a stipend at each middle and high school for an advanced studies/gifted education liaison to coordinate and facilitate the gifted identification process and provide student seminars and support for classroom teachers in regard to gifted students.



We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

---

## **Action Plan 1.6**

**Review and refine K-12 world language and international programs to benefit all learners and student groups.**

**Team Champions:** Supervisor of Title III, ESL, and World Language.

**Summary:** As a curriculum development project, a common assessment rubric was developed to measure proficiency levels in the domains of presentational writing and speaking. All middle school world language teachers have received training in AIM, the School Board approved curriculum for middle school world language. Over the past two years, FCPS1 high school students and teachers have participated in exchange trips with students and teachers from Austria, Costa Rica, France, Spain, and Wales.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Developed common assessment rubric.
2. FY 2020 – Systematic training of FLEX Instructors. Provide FLEX at Title I schools for heritage language support. Investigate methods for providing elementary students the opportunity to learn about other languages and cultures (foreign exchange students = no budget impact). Systematic training of FLEX Instructors. Provide FLEX at Title I schools for heritage language support.
3. FY 2021 – Begin yearly systematic program monitoring using language testing of a sampling of students from Levels 2 and 3 across the district to evaluate whether adopted program standards are being met.
4. FY 2022 – Support international travel by offering stipends to teachers for hosting teachers from other countries and while visiting in other countries.
5. FY 2023 – Strengthen middle school world language programs and offerings through a program assessment and audit in anticipation of textbook adoption. Begin planning for textbook adoption process.



We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

---

## **Action Plan 1.7**

**Use the Portrait of a Virginia Graduate to develop a program for high school seniors to research, write and present an end-of-year capstone project and K12 digital portfolio that includes volunteer, internship and/or career shadowing learning experience.**

**Team Champions:** Director of Instruction, Educational Technology Leader.

**Summary:** Graduation requirements require that all students participate in experiences that will inform their future pathways, including work-based experiences, internships, service learning and career shadowing and that students be able to demonstrate their “5C” skill acquisitions.

## **Planned Milestones & Budget Needs:**

1. FY 2019 – Develop digital portfolios with all 8th and 9th graders and other selected classes to pilot; design template with minimum expectations; portfolios were required for iStem and FESA students.
2. FY 2020 – Expand digital portfolio creation into other grade levels; expand template and requirements to include a focus at high school. All academy students will have a portfolio; begin a process for students to be able to capture their portfolios post-graduation.
3. FY 2021 – Expand digital portfolio to middle school grade levels and upper elementary utilizing template. Showcase portfolios for the Class of 2022. Provide professional development to staff.
4. FY 2022 – Digital portfolios available to all students. Begin to showcase portfolios for more grade levels.
5. FY 2023 – TBD

# Academics



*Excellence by Design*

We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

---

## **Action Plan 1.8**

**Review and expand electives, exploratory courses, and before- and after-school programs with focus on the following: enriching and expanding all students' school experiences, content integration, student interest, global relevancy, and performance based-opportunities.**

**Team Champions:** Instructional Supervisor for Advanced Programs and Fine Arts, Instructional Supervisor for ESL and World Languages, Instructional Supervisor for Career and Technical Education, Supervisor for Science, Health & P.E. and Academies.

**Summary:** FCPS1 offers a rich variety of courses, programs and school experiences. Currently, we have three Innovation Academies. Additionally, electives and exploratory courses are offered across over 150 different areas of study. There are over 100 after-school opportunities K-12 sponsored by FRESH not including clubs in Academics, Athletics, Career and Technology, Music and Arts, School and Community Service, Technology and World Languages offered directly by FCPS1 K-12. Each year FCPS1 expands work based learning opportunities including cooperative education, student internships, career shadowing, guest speakers, clinical experiences, service-learning projects and field-based experiences and summer camps.

## **Planned Milestones & Budget Needs:**

1. FY 2019 – Piloted Physical Therapy, fundamentals of Cyber Security, AP Research, AP Seminar and Advanced French courses. Added AP Statistics as a dual enrollment option. Robotics clubs were offered at various elementary schools. Courses in Culinary Arts, Cosmetology and Forensics were added to the STEM camp offerings. Heavy Equipment Operator training was offered seniors. Two culinary arts kitchens were converted to commercial labs. Agriculture Education was offered at all middle schools.
2. FY 2020 – LHS Cyber Security Academy opened to 9th and 10th graders. A third culinary arts lab was converted to commercial lab. Photography 3 was added as an elective. American Sign Language I/DE was added.
3. FY 2021 – Consider expansion of Cyber Security program, American Sign Language, Young Entrepreneurs Program, middle school agriculture offerings to all grades.
4. FY 2022 – Consider expansion of a drama elective at all middle schools, career shadowing program to include middle schools, add Physical Therapy to the program of studies. Expand trades and industry program.
5. FY 2023 – Explore a welding instruction that leads to certification. Develop a career day program to be offered at all elementary schools. Work on partnership with the Fast Forward program to include the Phlebotomy program.

# Academics



*Excellence by Design*

We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

---

## **Action Plan 1.9**

**Enable all Fauquier County Public Schools students to attend and/or participate in visual and performing arts classes, activities, and performances throughout their FCPS1 experience.**

**Team Champions:** Supervisor of Fine Arts.

**Summary:** The division has examined, developed, and offers many opportunities for visual and performing arts throughout the school year, summer, and after school. An electives fair that includes VPA courses has been held the last two years for middle school students.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – All secondary music programs are now participating in VBODA state assessments.
2. FY 2020 – Investigate adding a full-time music therapist to serve K-12. In addition, create a music instrument replacement schedule and secure funding for new instruments and repairs.
3. FY 2021 – Establish National Art Honor Society chapters at every secondary school with a paid sponsor.
4. FY 2022 – Investigate adding a middle school drama.
5. FY 2023 – Investigate staffing to ensure that all schools have equitable staffing in regards to art, music, and drama and add staff when it is evident there is not equity.



We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

---

## **Action Plan 1.10**

**Expand the scope of the office of assessment to include technical and implementation support of data tools used by schools to impact effective delivery of core instruction and tiered support designed to improve student outcomes and decrease disparities.**

**Team Champions:** Instructional Supervisor for Testing and Assessment, Instructional Supervisor for Mathematics, Instructional Supervisor for English, Reading, and Title I.

**Summary:** Fauquier County strongly believes that student learning can and should be based upon continuous school improvement efforts that utilize a data-based, decision-making protocol. Resource constraints have limited this effort from achieving full efficiency. Most school improvement efforts in Fauquier County where schools have committed to data-driven decision-making as a catalyst for change have achieved positive measurable results in improving student outcomes. There is a need to strengthen the connection between the school-based implementation decisions and planning at a division-wide level.

## **Planned Milestones & Budget Needs:**

1. FY 2019 – Establish a school division Data Leadership Team comprised of central office administrator(s), instructional supervisor(s), school-based administrator(s), and teachers.
2. FY2020 – Division Data Leadership Team to conduct an inventory of current use of existing data tools, assess strengths and gaps, and investigate the purchase of additional screeners and progress monitoring tools. Support schools’ access to data assessment and analysis tools, drill-down reports, and resources needed for efficient data-driven decision-making at schools. Provide liaison communication linking input from schools to division-level strategic planning regarding tools and resources for monitoring progress and fidelity of tiered interventions and assessing effectiveness of improvements in core instruction.
3. FY 2021 – Implement a required summer data academy where school-based administrators review standardized assessments to identify trends and weaknesses and create School Improvement Plans centered around the weaknesses.
4. FY 2022 – The division Data Leadership Team will evaluate the degree of the efforts by using tools and guidance that measures the gains made through their actions and sets the stage to repeat the integration cycle.
5. FY 2023 – The division Data Leadership Team will work with the school-based data teams and/or School Improvement Teams to implement recommendations derived from the evaluation completed during the previous fiscal year.



*Excellence by Design*

## Student Support

We will engage our schools and larger community to teach prosocial skills and provide tiered supports promoting development of responsible practices, social-emotional wellness, and positive character traits for each student.

### **Action Plan 2.1**

**Implement a tiered Restorative Justice (RJ) program with targeted training and coaching in order to improve the academic experience of all learners.**

**Team Champions:** Assistant Superintendent of Student and Special Education Services.

**Summary:** The tiered Restorative Justice (RJ) program is used as an alternative to suspension with the goal of reducing lost instructional time for students while achieving effective solutions to student conflicts. Last year the number of schools using the tiered framework for implementation of RJ increased. Anecdotal reports from school administrators indicate positive outcomes with RJ practices including effective solutions to student conflicts and reduced punitive discipline sanctions.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – utilize in-house Restorative Justice trainers to continue to train new staff.
2. FY 2020 – All schools will offer restorative practices (Tier One and Tier Two) and restorative circles (Tier Three) as part of the options available for discipline procedures.
3. FY 2021 – Monitor ongoing professional development needs and evaluate use of restorative practices by school.
4. FY 2022 – TBD
5. FY 2023 – TBD



# Student Support



*Excellence by Design*

We will engage our schools and larger community to teach prosocial skills and provide tiered supports promoting development of responsible practices, social-emotional wellness, and positive character traits for each student.

## **Action Plan 2.2**

**Create a division-wide program to promote critical thinking about and dissemination of the influence of media to fellow students, staff and parents, resulting in an increased awareness of the role of media on character development.**

**Team Champions:** Educational Technology Leader and selected Instructional Technology Resource Teachers.

**Summary:** Digital citizenship is taught in various areas across the Division. There is agreement that Fauquier County Public Schools needs to develop a more comprehensive plan to address social media at a division-wide level. Work is ongoing at the elementary and middle schools.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Digital citizenship taught through the computer science SOL standards utilizing web based resources.
2. FY 2020 – Middle school ITRTs are developing a plan to teach digital citizenship for middle schools across the division. The Department of Educational Technology developed a plan to teach digital citizenship in collaboration with the elementary teachers. The Department of Education Technology is working on a professional development plan for teachers on how to include digital citizenship in their instruction.
3. FY 2021 – Elementary and middle school plans will be expanded and refined. Implement the professional development plan for teachers by requiring teachers to complete online modules.
4. FY 2022 – Review and monitor plan implementation. Develop a plan to extend digital citizenship for high school learners.
5. FY 2023 – TBD

# Student Support



*Excellence by Design*

We will engage our schools and larger community to teach prosocial skills and provide tiered supports promoting development of responsible practices, social-emotional wellness, and positive character traits for each student.

## **Action Plan 2.3**

**Implement a system of evidence-based instruction and tiered supports to develop every student’s interpersonal and self-management skills for learning in the 21st century.**

**Team Champions:** Assistant Superintendent for Student and Special Education Services.

**Summary:** FCPS1 has been providing training and coaching to assist schools in the implementation of the Virginia Tiered Systems of Support (VTSS). The majority of schools have developed some aspects of the VTSS framework, but this is an ongoing process that will need continued monitoring and professional development.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Scale up implementation of tiered supports and the use of evidence-based strategies for addressing student behavior.
2. FY 2020 – All FCPS1 schools will implement evidence-based, tiered supports for social skills and self-management.
3. FY 2021 – Complete the Tiered Fidelity Inventory by school to assess implementation of system of tiered supports.
4. FY 2022 – TBD
5. FY 2023 – TBD

# Student Support



*Excellence by Design*

We will engage our schools and larger community to teach prosocial skills and provide tiered supports promoting development of responsible practices, social-emotional wellness, and positive character traits for each student.

---

## **Action Plan 2.4**

**FCPS1 school counselors will implement evidence-based supports to serve all student needs.**

**Team Champions:** Assistant Superintendent of Student and Special Education Services.

**Summary:** Professional development is offered to counselors for best practices in many areas including Restorative Practices, Trauma Informed Care, Mental Health First Aid, Virginia Tiered Systems of Support and Risk Assessment. Follow-up coaching continues beyond the initial training in most of these areas.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Completion of professional development and ongoing coaching support in multiple areas of school counseling.
2. FY 2020 – Provide targeted support to schools who need training or coaching in specific areas of evidenced based practices.
3. FY 2021 – TBD
4. FY 2022 – TBD
5. FY 2023 – TBD



*Excellence by Design*

## Environments

We will provide safe and productive environments that support the physical, emotional, academic, and social needs of the school and community and that create a culture of environmental responsibility.

---

### **Action Plan 3.1**

**Provide balanced food choices, reasonable access to competitive foods, and a consistent message that optimizes healthy lifestyles for all students.**

**Team Champions:** Executive Director of Administration and Planning and Director of Nutrition.

**Summary:** FCPS1 annually reviews all opportunities in which students have access to food throughout the school day in order to continuously improve in providing nutritional services that are focused on supporting a positive school culture and improving the instructional experience for all learners.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Develop a capital replacement plan for equipment and increase access for breakfast at new satellite locations.
2. FY 2020 – Improve relationships with instructional leaders with the use of statistical data to help nutritional managers improve instructional goals. Expand second-chance breakfast and grab-and-go opportunities for students.
3. FY 2021 – Continued replacement of aging cafeteria infrastructure. Improve access for free/reduced students for breakfast in elementary.
4. FY 2022 – Improve access to free/reduced students for breakfast in middle schools.
5. FY 2023 – TBD

# Environments



*Excellence by Design*

We will provide safe and productive environments that support the physical, emotional, academic, and social needs of the school and community and that create a culture of environmental responsibility.

---

## **Action Plan 3.2**

**Use local foods in the school environment to support local economy and provide fresh foods for improved student wellness.**

**Team Champions:** Executive Director of Administration and Planning and Director of Nutrition.

**Summary:** The school division is working with partners to develop relationships, pathways, and infrastructure to support the local economy and provide fresh foods for student wellness.

### **Planned Milestones & Budget Needs:**

1. FY 2020 – Identify individual school gardens; work cooperatively with each school cafeteria to promote foods grown by the school. Identify sources for local foods and include them in the menu; define quality standards, procurement process, and delivery requirements.
2. FY 2021 – Plan promotions centered around Farm to School Week and Virginia Agriculture Month in each school. Train staff in Farm to School program, buying local, and food safety requirements.
3. FY 2022 – Provide training to staff in the preparation of fresh produce (in lieu of canned and frozen). Partner with the community in promoting fresh fruit and vegetable consumption through displays, farmer visits, taste-testings.
4. FY 2023 – TBD
5. FY 2024 – TBD
6. FY 2025 – TBD

# Environments



*Excellence by Design*

We will provide safe and productive environments that support the physical, emotional, academic, and social needs of the school and community and that create a culture of environmental responsibility.

---

### **Action Plan 3.3**

**Assess the condition of school facilities to develop a comprehensive replacement, renovation, and construction plan that affords (1) the best value for the community, and (2) high quality learning environments for all learners.**

**Team Champions:** Executive Director of Administration and Planning and Director of Facilities.

**Summary:** FCPS1 currently supports school facilities by following a Comprehensive Maintenance Plan (CMP) and a Cash-Capital Improvement Plan (CIP). A bond-funded capital plan that includes the middle school modernization plan was approved by the school board in FY 2018.

### **Planned Milestones & Budget Needs:**

1. FY 2020 – Develop a comprehensive plan that encompasses all the systems and infrastructure needs division-wide.
2. FY 2021 – Implement and operationalize the plan into a work management system that includes regular reporting and service level agreements.
3. FY 2021 – Enhance energy management by adding an energy management system for monitoring. Reinstate the cash CIP.
4. FY 2022 – Expand the comprehensive plan to include a 10-year Cash CIP, CMP, and bond CIP plans.
5. FY 2023 – TBD



*Excellence by Design*

## Environments

We will provide safe and productive environments that support the physical, emotional, academic, and social needs of the school and community and that create a culture of environmental responsibility.

---

### **Action Plan 3.4**

**Upgrade facilities for energy and water efficiency and environmental sustainability.**

**Team Champions:** Executive Director of Administration and Planning and Director of Facilities.

**Summary:** FCPS1 works towards continuously improving our carbon footprint and overall sustainability.

### **Planned Milestones & Budget Needs:**

1. FY 2020 – Develop potential economically and technically feasible projects to improve energy and water efficiency and environmental impact. Produce specific project descriptions and cost estimates. Implement energy efficiency projects.
2. FY 2021 – Produce specific project descriptions and cost estimates. Implement energy efficiency projects.
3. FY 2022 – TBD
4. FY 2023 – TBD
5. FY 2024 – TBD

# Environments



*Excellence by Design*

We will provide safe and productive environments that support the physical, emotional, academic, and social needs of the school and community and that create a culture of environmental responsibility.

---

## **Action Plan 3.5**

**Reduce landfill waste through source reduction, reuse, and technology.**

**Team Champions:** Executive Director of Administration and Planning and Director of Facilities.

**Summary:** FCPS1 works towards continuously improving our carbon footprint and overall sustainability.

### **Recommended Steps**

1. Develop and seek school board approval for a waste reduction policy.
2. Develop a regulation that implements the waste reduction policy, and provides programs and strategies that can be tailored specifically to each school.
3. Establish waste reduction goals annually for each school.
4. Provide each school with a report from Fauquier County Environmental Services which specifies the school's monthly waste and recycling weight data to enable schools to track waste reduction progress.
5. Develop and recommend incentives to recognize progress and encourage participation in meeting established goals.
6. Train custodians and school recycling designees in best recycling practices.
7. Encourage school nutrition staff to promote recycling by encouraging students to recycle (e.g., milk carton project) and promoting Earth Day
8. Establish paper reduction initiatives.



# Staffing



We will attract, hire, develop, and retain high-quality staff.

## **Action Plan 4.1**

**Compensate employees equitably for work performed based on a competitive wage.**

**Team Champions:** Director of Human Resources.

**Summary:** FCPS1 reviews positions annually to review market competitiveness to ensure we are able to attract, recruit and retain highly qualified individuals for all positions within the division.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Market and compression adjustments:

<i>Teacher 2% + Market/Compression (teachers, counselors &amp; librarians):</i>	\$5,813,448
<i>Licensed Professionals 2% (occupational therapists, physical therapists, psychologists, social workers, speech &amp; language pathologists):</i>	\$63,765
<i>Instructional Assistants 2% + Market/Compression:</i>	\$179,303
<i>Principals 2%:</i>	\$52,449
<i>Assistant Principals 2% + Market/Compression:</i>	\$171,325
<i>\$500 for All Other Employees:</i>	\$388,953
2. FY 2020 – Continue to review salaries and pay scales and strive to be 100% of the market for all employees.
3. FY 2021 – Continue to review salaries and pay scales and strive to be 100% of the market for all employees.
4. FY 2022 – TBD
5. FY 2023 – TBD

# Staffing



We will attract, hire, develop, and retain high-quality staff.

---

## **Action Plan 4.2**

**Create opportunities for advancement of classified personnel using career ladders.**

**Team Champions:** Director of Human Resources.

**Summary:** FCPS1 strives to provide career advancement and training for all employees to ensure the knowledge, skills and abilities needed for positions meet the needs of the division.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Nothing reviewed or implemented.
2. FY 2020 – Review administrative positions to develop a career ladder.
3. FY 2021 – Review classified positions each year to determine advancement opportunities for employees.
4. FY 2022 – Review classified positions each year to determine advancement opportunities for employees.
5. FY 2023 – Review classified positions each year to determine advancement opportunities for employees.

## **Action Plan 4.3**

# Staffing



We will attract, hire, develop, and retain high-quality staff.

---

## **Action Plan 4.3**

**Compensate employees equitably for supplemental duties.**

**Team Champions:** Director of Human Resources.

**Summary:** FCPS1 strives to compensate employees equitably for supplemental positions. Review of current market competitiveness is crucial to ensure we are meeting this goal.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Nothing reviewed or implemented.
2. FY 2020 – Complete a market analysis of supplemental positions.
3. FY 2021 – Continue to complete market reviews of supplemental positions to ensure equity and competitiveness.
4. FY 2022 – Continue to complete market reviews of supplemental positions to ensure equity and competitiveness.
5. FY 2023 – Continue to complete market reviews of supplemental positions to ensure equity and competitiveness.

# Staffing



We will attract, hire, develop, and retain high-quality staff.

---

## **Action Plan 4.4**

**Redesign tuition reimbursement to encourage continued education and service longevity.**

**Team Champions:** Director of Human Resources.

**Summary:** A redesign of the tuition reimbursement program is needed to remove the barriers employees may have to higher education and certifications in which the knowledge and skills gained could enhance the division.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Nothing reviewed or implemented.
2. FY 2020 – Redesign tuition reimbursement and develop policy.
3. FY 2021 – Continue evaluate tuition reimbursement program.
4. FY 2022 – Continue evaluate tuition reimbursement program.
5. FY 2023 – Continue evaluate tuition reimbursement program.

# Staffing



*Excellence by Design*

We will attract, hire, develop, and retain high-quality staff.

---

## **Action Plan 4.5**

**Grow teachers locally.**

**Team Champions:** Deputy Superintendent and Director of Human Resources.

**Summary:** In the environment we are in with the teacher shortage, it is imperative that we create partnerships to ensure we are able to grow our teachers and provide the resources needed locally.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Created and hosted “Be A Teacher” events both within the division and in the community. Revamped our substitute orientation.
2. FY 2020 – Secured funding and partnered with Lord Fairfax Community College for provisionally licensed teachers.
3. FY 2021 – Continue to develop opportunities to grow teachers locally.
4. FY 2022 – Continue to develop opportunities to grow teachers locally.
5. FY 2023 – Continue to develop opportunities to grow teachers locally.

# Staffing



We will attract, hire, develop, and retain high-quality staff.

---

## **Action Plan 4.6**

### **Enhance the mentoring program.**

**Team Champions:** Lead Instructional Coach and Mentoring Coordinator, Human Resources.

**Summary:** The goal of the Fauquier County mentoring program is to provide new teachers with a structured and supportive entry through their first three years of teaching. The program is designed to enhance the ability of the school system to retain and improve the instructional effectiveness of new teachers, thereby making a positive impact on the achievement of Fauquier County students. FCPS1 is committed to facilitating and fostering relationships through coaching, collaborating, and consulting in an effort to develop confident teachers who demonstrate best practices in their classrooms.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Hire a Lead Instructional Coach and Mentoring Coordinator to oversee and facilitate the mentoring program. Collaborated with Fauquier Education Association to plan and provide meaningful professional learning to zero-year teachers at no charge to FCPS1.
2. FY 2020 – Increase mentoring program to support teachers in their second year of teaching. Professional learning provided at no-cost by FEA.
3. FY 2021 – Increase mentoring program to support teachers in their third year of teaching. Professional learning provided at no-cost by FEA.
4. FY 2022 – Consider expanding instructional coaches, each of whom will assist schools.
5. FY 2023 – TBD

# Staffing



We will attract, hire, develop, and retain high-quality staff.

---

## **Action Plan 4.7**

### **We Love Our Teachers Program**

**Team Champions:** Director of Human Resources and Assistant Superintendent of Business and Planning.

**Summary:** In the workforce market we are in with the teacher shortage and low unemployment, we need to look at innovative ways to recruit, retain and incentivize employees in addition to traditional compensation.

#### **Planned Milestones & Budget Needs:**

1. FY 2019 – Implemented Loyalty Bonuses in the form of financial recognition for years of service, Family Sick Leave Bank (enhanced current sick leave bank program to include family members) and Paid Time Off for certified staff.
2. FY 2020 – Revamped Employee Discount Program
3. FY 2021 – TBD
4. FY 2022 – TBD
5. FY 2023 – TBD

# Staffing



We will attract, hire, develop, and retain high-quality staff.

---

## **Action Plan 4.8**

**Redesign evaluation systems for classified employees.**

**Team Champions:** Lead Instructional Coach and Mentoring Coordinator, Human Resources

**Summary:** As we help our employees grow personally and professionally, the need for a revamped classified evaluation system is necessary to improve engagement and morale to ensure we are providing the tools necessary for employees to reach these goals.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Nothing reviewed or implemented.
2. FY 2020 – Working with stakeholders, a redesign of the classified employee evaluation system will be completed.
3. FY 2021 – Implementation of redesigned evaluation.
4. FY 2022 – Evaluate redesigned evaluation.
5. FY 2023 – Evaluate redesigned evaluation.



# Staffing



We will attract, hire, develop, and retain high-quality staff.

---

## **Action Plan 4.9**

### **Develop succession planning and leadership.**

**Team Champions:** Director of Human Resources and Assistant Superintendent of Business and Planning.

**Summary:** In the workforce market we are in with the teacher shortage and low unemployment, we need to look at innovative ways to recruit, retain and incentivize employees in addition to traditional compensation.

### **Planned Milestones and Budget Needs:**

1. Identify key leadership roles that may be vacant in the next 3-5 years.
2. Offer leadership training programs and opportunities to grow staff to fulfill these future vacancies.

# Communication



We will ensure effective internal and external communication and involvement.

---

## **Action Plan 5.1**

**Build a team of internal ambassadors for the school division.**

**Team Champions:** Public Information Officer, Senior Staff, Principals.

**Summary:** The school division will build a team of staff and students representative of all schools to help inform and carry out the school division’s communication strategy. Internal ambassadors will be armed with accurate, positive messaging and equipped to share information and stories with other internal and external stakeholders.

### **Planned Milestones & Budget Needs:**

1. FY 2018 –Analyze current internal communications channels for effectiveness, identify gaps, establish social media channels (Facebook and Instagram), expand Twitter presence.
2. FY 2019 – Expand the use of social media as a platform to share the positive stories of students and staff, establish school communication teams, partner with building administrators for any necessary crisis communications.
3. FY 2020 – Share positive student and staff stories through all FCPS1 communication channels; reinforce FCPS1 mission, values and beliefs by highlighting current examples (Three Great Things); increase senior-staff presence in schools; establish F.A.C.T.S. website; streamline process for schools to submit news and recognitions; establish school communication teams at each school; partner with building administrators for any necessary crisis communications; survey staff and students; internal speakers bureau established; weekly newsletter published; and employee recognition continued.
4. FY 2021 – Offer communication skill sessions to FCPS1 staff, increase student opportunities to share FCPS1 stories, survey staff and students for feedback.
5. FY 2022 – TBD

# Communication



We will ensure effective internal and external communication and involvement.

---

## **Action Plan 5.2**

**Increase both face-to-face and digital strategies to engage families.**

**Team Champions:** Public Information Officer, Family and Community Engagement Supervisor, Principals, School Communication Teams.

**Summary:** The school division will leverage a variety of communication strategies reflecting the types of communication that families prefer to “meet them where they are “and to engage them in two-way communications.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – School and division leadership teams attend National Family Engagement Summit, establish school communication liaison/teams.
2. FY 2020 – School and division leadership teams attend National Family Engagement Summit, establish school communication liaison/teams, compile family engagement best practices to reach families where they are (both online and face-to-face). Research additional technology improvements to enhance online services and communication with students and families (i.e., digital signatures and online management of student fees), research digital flyer management solutions to deliver resources critical to student achievement and social-emotional health, gather and create print and digital content to share with families.
3. FY 2021 – Establish internal hub of family engagement resources and ideas to equip school leaders, schools plan and implement both face-to-face and online family engagement ideas, gather feedback for effectiveness, revise plan, expand the use of social media as a means to provide just-in-time resources to parents and the community. Establish a physical family resource area at each school.
4. FY 2022 – Continue to build hub of family engagement resources and ideas to equip school leaders with strategies, schools plan and implement both face-to-face and online family engagement ideas, gather feedback, revise.
5. FY 2023 – TBD

# Communication



*Excellence by Design*

We will ensure effective internal and external communication and involvement.

---

## **Action Plan 5.3**

**Utilize both face-to-face and digital strategies to grow community partnerships and support.**

**Team Champions:** Public Information Officer, Family and Community Engagement Supervisor

**Summary:** Establish the ‘Join our Community’ outreach to connect community members with school needs. Connections will be made with community partners through both online and face-to-face platforms. Build a cadre of external ambassadors by educating and equipping community members to share the school division’s mission and promote support.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Identify existing school-community partnerships
2. FY 2020 – Identify needs in schools, expand network of community partners, develop volunteer hub to outline offerings, develop “Join our Community” marketing materials, research local ambassador programs.
3. FY 2021 – Develop “Join Our Community” marketing materials, expand community partnerships through presence online and at face-to-face events
4. FY 2022 – Expand community partnerships through presence online and at face-to-face events, launch first full year of ambassador program.
5. FY 2023 – expand community partnerships through presence online and at face-to-face events



*Excellence by Design*

## Resources

We will be accountable, system wide, to manage our resources effectively and to allocate them wisely to achieve our mission.

---

### **Action Plan 6.1**

**Establish a full-time scholarship, financial aid, and career placement position to assist high school students.**

**Team Champions:** Deputy Superintendent and Director of Human Resources.

**Summary:** The division continuously evaluates and explores improvements for academic opportunities to aid students.

### **Planned Milestones and Budget Needs:**

1. Develop a description and job duties for position.
2. Determine if one position or one for each high school is needed.
3. Identify funding sources to support the position.
4. Obtain school board approval for the position(s).
5. Advertise and fill the position(s).
6. Report accomplishments through internal and external sources.

# Resources



*Excellence by Design*

We will be accountable, system wide, to manage our resources effectively and to allocate them wisely to achieve our mission.

---

## **Action Plan 6.2**

**Streamline FCPS1 business services and support to enhance focus on instruction by creating efficient transactions across the division.**

**Team Champions:** Assistant Superintendent of Business and Planning.

**Summary:** The division continuously evaluates and explores improvements for business services to customers.

### **Planned Milestones & Budget Needs:**

1. FY 2019 – Deploy division-wide training and implementation of P-Card Program. Create training and collaborative opportunities for bookkeepers and school support staff that provide business services to instructional leaders
2. FY 2020 – Investigate the expansion of online payment systems for customers.
3. FY 2021 – Continue to evaluate existing business systems and implement quality, service, and technological enhancements to improve the experience for all users and stakeholders.
4. FY 2022 – TBD
5. FY 2023 – TBD

# Resources



*Excellence by Design*

We will be accountable, system wide, to manage our resources effectively and to allocate them wisely to achieve our mission.

---

## **Action Plan 6.3**

**Expand after-hours use of facilities.**

**Team Champions:** Assistant Superintendent of Business and Planning.

**Summary:** The division continuously evaluates and explores improvements for business services to customers.

### **Planned Milestones & Budget Needs:**

1. Establish a focus group of stakeholders (e.g., school administrator, community, county).
2. Develop scenarios for how different facilities within a school might be used (e.g., library for access to Internet).
3. For each scenario, develop a value proposition.
4. Evaluate scenarios for recommended adoption.
5. Review School Board Policies against scenarios for possible conflicts. Recommend changes to policies if needed.
6. Present to School Board for approval.
7. Communicate new offerings.

---

# FAUQUIER COUNTY PUBLIC SCHOOLS



**ONE TEAM :: ONE MISSION**