



Our **Blueprint** for the **Future**



Building the Bridge from Empathy to Excellence

Executive Summary of GCPS' Five-Year
Strategic Plan for July 2022–June 2027,
Updated July 2024



**GWINNETT
COUNTY
PUBLIC
SCHOOLS**



Introduction

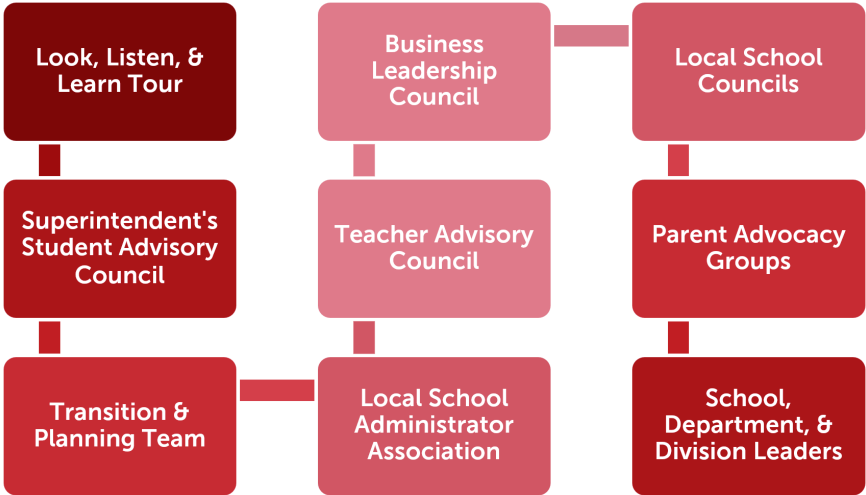
Our Blueprint for the Future... When we reach and teach all children as if they had our last name, and when we know each and every student by name, by face, by individual strength and need, and when we lead and support each and every student, staff member, and family with empathy (i.e., to the extent possible—knowing what it’s like to walk in someone else’s shoes), with equity (i.e., addressing individual needs as they arise), with effectiveness (i.e., the ability to produce a desired result), and with excellence (i.e., achieving improved and noteworthy social, emotional, academic, and cognitive performance) and when we wear the same jersey while doing so, we will be a high-performing team that continues to thrive... Team GCPS!

– Dr. Calvin J. Watts

In 2021, the Gwinnett County Board of Education appointed a new superintendent for Gwinnett County Public Schools (GCPS) after twenty-five years of leadership that built the district’s reputation as a world-class organization recognized across the state and nation. In July 2022, the Board of Education adopted the strategic plan to be implemented from 2022-2027. In June 2024, Superintendent Dr. Calvin J. Watts and executive leadership provided recommended updates and changes to this strategic plan, the changes outlined in Appendix F address changes made due to data availability, state and federal law changes, as well as language and grammar updates. GCPS has a legacy of performance and innovation that has prevailed for more than two decades and directly contributed to the county’s economic growth over that time. Since 2000, Gwinnett has become one of the most diverse counties in the United States, while the school system grew to be the largest in the state of Georgia and the 11th largest in the country. The diversity of the larger community is also reflected in the school system.

With an enrollment of more than 180,000 students, GCPS includes families that speak over 100 different languages and dialects, with 24% of our students considered Multilingual Learners. Over 80% of our students identify as part of communities of color, including Black, Hispanic, Asian Pacific Islander, and Native American. This diversity is a fact and a strength. Gwinnett County and GCPS truly reflect the demographic shifts experienced across the country, and, therefore, we have a unique opportunity to become a national model of a high-performing district serving an incredibly diverse student population.

Strategic Plan Input



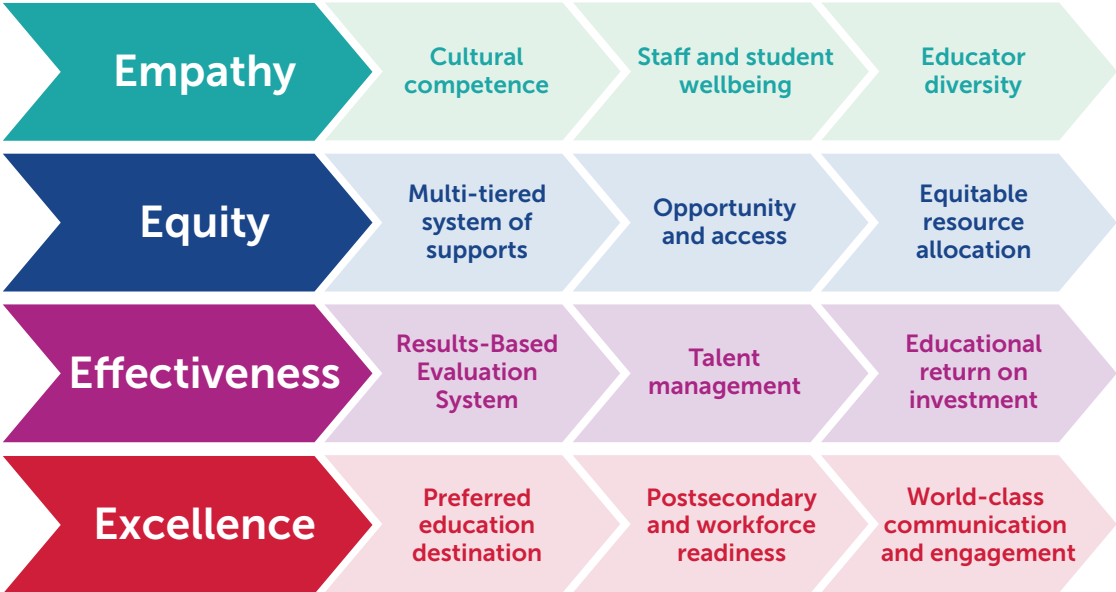
Our Blueprint for the Future Overview

The following sections contain the *Blueprint* strategic planning details. It is organized by the **four strategic priorities: empathy, equity, effectiveness, and excellence**. Each **strategic priority includes three goals**, with **objectives** and district **key performance indicators (KPI)**. KPIs are the way we will measure success for each goal. We initially considered a broad set of potential measures and settled on the final metrics after gathering stakeholder feedback. The 2022 data will be the baseline year for this five-year strategic plan, and each KPI will have annual targets set from 2023–2027.

These strategic priorities, goals, and objectives will be the basis of **departments’ and divisions’ operational management plans (OMP)**. The *Blueprint* defines the “what” in terms of high-level goals and objectives. **The OMPs will detail the “how,” including specific initiatives and action steps that align with this strategic plan.** This plan is a “living document,” with feedback from the Board and community to complete revisions before formal Board adoption by the end of July 2022. The final plan adopted by the Board includes available baseline data and annual targets for the approved set of KPIs associated with each goal. (Some KPIs will use baseline data collected during the 2022-2023 fiscal year.) After Board adoption, district administration will provide regular updates during Board work sessions, sharing the operational progress of individual departments and/or divisions toward the strategic plan priorities, goals, and objectives.

GCPS administration will provide annual reports to share its accomplishments and results compared to yearly targets set for final KPIs in the *Blueprint*. The Board has the authority to refine or revise the plan after adoption if they choose to do so.

Summary of Strategic Priorities and Goals



Every child deserves an opportunity to acquire the knowledge and skills to succeed in college and careers.

Every member of Team GCPS plays a crucial role in providing that opportunity for each and every student.

To accomplish the goals articulated in *Our Blueprint for the Future*, Team GCPS must build upon all we have learned in recent years. Over the next five years, we will build our capacity to execute the priorities, goals, and objectives defined in this plan. Our commitment to empathy, equity, effectiveness, and excellence will manifest in school cultures and climates that embody these strategic priorities.

We will create safe and brave spaces where everyone — our teachers, school and district leaders, students, families, and community partners — feel welcome and sense that they belong in GCPS, where we authentically engage in teaching and learning while pursuing excellence for each and every student.

Together, we will realize our vision through our collective action that results in measurable, collective impact, extending the legacy of excellence in GCPS.

Strategic Plan Summary

Strategic Priority #1: Empathy

Empathy, the ability to understand the feelings of another person and place yourself in their position, is the entry point towards creating a culture where staff and students feel a sense of belonging and safety.

Goal 1.A—Cultural competence.

Increase the cultural competence and proficiency of our organization and individual staff members to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community.

Goal 1.B—Staff and student wellbeing.

Promote student and staff wellbeing through prioritizing self-care, physical and mental health, social emotional learning, and regular attendance.

Goal 1.C—Educator diversity.

Develop robust pipelines and support systems to recruit and retain an educator workforce that reflects the diversity of our students and community.

Strategic Priority #2: Equity

Board Policy BAAE - Educational Equity charged district administration to “design or redesign systemic programs and initiatives to address and reduce educational inequity, providing students and staff with targeted supports and enrichment that increase opportunities to succeed.”

Goal 2.A—Multi-tiered system of supports.

Implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.

Goal 2.B—Opportunity and access.

Expand student opportunities to engage in and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework (e.g., Advanced Placement and dual enrollment), and enrichment activities (e.g., the arts, gifted, STEM, career technical education).

Goal 2.C—Equitable resource allocation.

Overhaul resource allocation systems and processes to ensure that each school’s instructional, social emotional, and behavior supports match the unique student and community needs.

Strategic Priority #3: Effectiveness

Every system is perfectly designed to get the results that it gets. – W. Edwards Deming

This well-known adage is so simple, yet profound. In this new era, the district’s challenge is to sustain the legacy of excellent performance while responding to the diverse needs of a growing community.

Goal 3.A—Results-Based Evaluation System.

Redefine the inputs, behaviors, and outcomes that determine the standards for student success as measured by the Results-Based Evaluation System (RBES) to support school improvement and student growth.

Goal 3.B—Talent management.

Transform human resources function into a strategic talent management organization that supports educators and staff to achieve district goals.

Goal 3.C—Educational return on investment.

Measure and report educational return on investment to inform budget and resource allocation decisions and drive continuous improvement.

Strategic Priority #4: Excellence

Excellence is not optional. To achieve the GCPS mission and vision, excellence is the standard. This strategic priority continues a long-standing ethos in the district to be a world-class organization in service to students and families.

Goal 4.A—Preferred education destination.

Be the first choice of students and families for excellent schools and the employer of choice for educators and staff to fulfill their careers.

Goal 4.B—Postsecondary and workforce readiness.

Prepare each and every student for postsecondary and workforce readiness so that they have multiple pathways to success based on their demonstrated knowledge, skills, abilities, and interests.

Goal 4.C—World-class communication and engagement.

Demonstrate world-class communication and engagement through modeling the value GCPS leadership places on transparent, two-way communication to build stakeholder trust and confidence.

District Summary of Key Performance Indicators

Our Key Performance Indicators (KPIs) represent a mix of both leading and lagging indicators. Leading indicators are those which point to future events. Conversely, lagging indicators represent outputs, measuring events that have already occurred. KPI reporting will occur on a bi-annual schedule, in August and January, representing data collected for the prior school year. This reporting schedule will ensure the timely delivery of data as they become available. In some instances (marked *) data are based on the prior school year due to the reporting timeline.

1.A Empathy - Cultural Competence	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Cultural Proficiency - Staff Survey	73.8%	74.3%	75.3%	77.3%	80.3%	84.0%
Cultural Proficiency - Student Survey	82.6%	83.1%	84.1%	85.6%	87.6%	90.0%
Cultural Proficiency - Family Survey	82.7%	83.2%	84.2%	85.7%	87.7%	90.0%
Sense of Belonging - Student Survey	71.1%	71.6%	72.6%	74.6%	77.6%	82.0%
Sense of Belonging - Family Survey	84.2%	84.7%	85.7%	86.7%	88.2%	90.0%
1.B Empathy - Student & Staff Wellbeing	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Student Wellbeing - Student Survey	57.6%	58.6%	60.6%	64.6%	69.6%	75.0%
Student Wellbeing - Chronic Absenteeism	16.9%	15.4%	14.5%	13.2%	11.6%	10.0%
Staff Support - Staff Survey	78.4%	78.9%	79.9%	81.9%	84.9%	89.2%
Staff Wellbeing - Chronic Absenteeism	12.8%	11.8%	10.8%	9.8%	8.4%	7.0%
1.C Empathy - Educator Diversity	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Teacher Retention - Early Career (BIPOC)	84.0%	85.2%	86.4%	87.6%	88.8%	90.0%
Teacher Retention - Experienced (BIPOC)	89.1%	91.1%	91.6%	92.3%	94.0%	95.0%
Diversity Index	52.5%	56.6%	58.8%	61.3%	62.8%	65.0%
2.A Equity - Multi-tiered System of Supports (MTSS)	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
MTSS Screening - Academic	0.0%	95.0%	95.0%	95.0%	95.0%	95.0%
MTSS Screening - Wellbeing	0.0%	95.0%	95.0%	95.0%	95.0%	95.0%
PBIS Implementation - % of Schools Implementing PBIS	75.0%	80.0%	100.0%	100.0%	100.0%	100.0%
PBIS Distinguished - Number of Schools Earning PBIS Distinguished Designation	8	9	12	18	30	42
% Reading Grade Level or Above on Milestones - 3rd Grade, and by Historically Underserved Groups	67.2%	69.0%	71.0%	74.0%	78.0%	82.0%
Student Improvement - % Beginning on Milestones	22.6%	21.6%	20.0%	18.0%	15.5%	12.0%
Effective Tier 1 Instruction - % of Students Meeting Annual Growth Expectation, Historically Underserved Groups	N/A	28.8%	30.0%	32.0%	34.0%	36.0%

District Summary of Key Performance Indicators

2.B Equity - Opportunity and access	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Kindergarten Readiness, Historically Underserved Groups	38.2%	38.7%	40.7%	42.7%	45.7%	50.0%
Advanced Coursework Completion, Historically Underserved Groups*	28.2%	30.0%	36.0%	42.0%	50.0%	60.0%
Gifted & Talented Representation - Number of Student Racial/Ethnic Groups Underrepresented in Gifted & Talented Programs	2	2	1	1	0	0
Discipline Disproportionality - Number of All Student Groups Overrepresented in ISS and OSS	4	4	3	2	1	0
Postsecondary Assessment Participation	48.0%	50.0%	75.0%	90.0%	95.0%	95.0%
2.C Equity - Resource Allocation	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Title I Experienced Certified Staff	71.0%	71.0%	72.0%	74.0%	77.0%	81.0%
Student Devices Assigned	26.9%	80.0%	100.0%	100.0%	100.0%	100.0%
Multilingual Learner (ML) Progress Towards Language Proficiency – CCRPI	75.0%	77.0%	79%	81.0%	83.0%	85.0%
ML Exit Rate	10.0%	11.0%	12.0%	13.0%	14.0%	15.0%
3.A Effectiveness - Results-Based Evaluation System (RBES)	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
% of schools meeting Performance in Context Targets per WSA	N/A	N/A	49	52	56	61
CCRPI Progress - Milestones/ACCESS Growth (SY2019 = 102)*	102	102	105	110	118	130
District Support for Improvement - Staff Survey	82.5%	83.0%	84.0%	85.5%	87.5%	90.0%
3.B Effectiveness - Talent Management	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Pipeline Development - “Grow Your Own”	22.3%	24.5%	27.7%	32.1%	37.5%	44.0%
Teacher Retention - Early Career	84.3%	85.3%	86.4%	87.5%	88.7%	90.0%
Teacher Retention - Experienced	89.5%	91.2%	92.0%	92.9%	93.9%	95.0%

District Summary of Key Performance Indicators

3.C Effectiveness - Educational Return on Investment (ROI)	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Assets and Liabilities Ratio	N/A	N/A	≥2.0%	≥2.0%	≥2.0%	≥2.0%
Operating Reserve Ratio	N/A	N/A	15.0-19.9%	15.0-19.9%	15.0-19.9%	15.0-19.9%
Bus Safety - Miles between Accidents	127,256	131,000	135,000	139,000	143,000	147,000
Efficient Facilities Maintenance - Days to Complete Work Orders	8.8	8.4	8.1	7.7	7.4	7.0
Program Evaluation	N/A	37.5%	50%	62.5%	75.0%	87.5%
4.A Excellence - Preferred Education Destination	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Employee Retention	89.1%	89.2%	89.4%	89.6%	89.8%	90.0%
Family Satisfaction - Family Survey	84.4%	84.9%	85.7%	86.7%	87.9%	90.0%
Student Satisfaction - Student Survey	49.9%	54.9%	59.9%	64.9%	69.9%	75.0%
Student Achievement	48.2%	49.2%	51.2%	54.7%	59.2%	65.0%
4-year Graduation Rate	83.2%	83.5%	84.0%	85.0%	87.0%	90.0%
4.B Excellence - Postsecondary & Workforce Readiness	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
College Readiness*	23.7%	25.5%	27.5%	30.5%	34.5%	39.5%
CTE Pathway Completion	27.2%	29.8%	32.8%	36.8%	41.8%	45.0%
Students Eligible for HOPE Scholarship*	51.2%	54.4%	56.4%	59.4%	62.4%	66.0%
9th Grade On-Track	73.6%	75.1%	77.1%	80.1%	84.5%	90.0%
Early High School College Readiness	36.7%	37.7%	39.7%	42.7%	46.7%	51.0%
Reading Grade Level or Above on Milestones – 5th Grade, and by Historically Under-served Groups	74.5%	75.0%	77.0%	79.0%	82.0%	85.0%
Elementary Schools Providing Computer Science or STEM Specials	79.0%	85.0%	100.0%	100.0%	100.0%	100.0%
4.C Excellence - World-class Communication & Engagement	SY2022 Baseline	SY2023 Target	SY2024 Target	SY2025 Target	SY2026 Target	SY2027 Target
Interpreters and Translations - Family Survey	94.6%	95.0%	95.0%	95.0%	95.0%	95.0%
Family Survey Participation	14.3%	21.4%	28.6%	35.7%	42.8%	50.0%
Responsive Communication - Family Survey	77.7%	78.7%	80.7%	83.2%	86.2%	90.0%
Parent Communication Tool Downloads	NA	NA	34.5%	38.5%	41.5%	44.5%

Find the full Strategic Plan and KPI Dashboard with the most up-to-date information on our website at www.gcpsk12.org/blueprint.



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It is the policy of Gwinnett County Public Schools not to discriminate on the basis of race, color, sex, religion, national origin, age, or disability in any employment practice, educational program, or any other program, activity, or service.

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