

Fayette County Public Schools Strategic Plan

Strategic Goal Area 1 - Student Engagement and Achievement

Goal	Performance Measure(s)	Initiative(s)	Action Step(s)
1.1. Increase student achievement and student growth.	Improve Graduation Rate by 1% at each high school 85% Milestones Reading on Grade Level per grade level 1% increase in Milestones Proficient & Distinguished in each grade level/subject (ELA, Math, Science and SS)	1.1.1. Use effective instructional practices in the delivery of instruction.	1.1.1.a. Use curriculum resources in Fayette Connects, our instructional resources digital platform. 1.1.1.b. Ensure a continuous review cycle of interim (common) assessments. 1.1.1.c. Improve leaders' understanding of instructional practices to support effective classroom instruction to improve student achievement. 1.1.1.d. Utilize formative assessment data and interim (common) assessment data in Professional Learning Communities to make informed instructional decisions (adjust instruction) to ensure effective tier 1 instruction. 1.1.1.e. Develop a comprehensive district-wide professional development plan that prioritized instructional strategies and engagement. 1.1.1.f. Conduct content area leadership team walk-throughs to determine implementation and effectiveness of professional learning quarterly to analyze the implementation of effective instructional strategies and hold debrief sessions with school leaders. 1.1.1.g. Ensure specialized instruction uniquely tailored to the needs of students based on formative data. 1.1.1.h. Conduct an audit of master schedules and support principals in developing an effective master schedule to ensure instructional time is maximized. 1.1.1.i. Develop a project plan to articulate success criteria per standard per grade level in ELA and Math.
	1% increase in Milestones Proficient and Distinguished in each grade level/subject (ELA, Math, Science and SS) per subgroup At least 68% of students	1.1.2. Use evidence-based practices when teaching foundational reading, writing, speaking, and listening skills.	1.1.2.a. Provide training to school administrators in structured literacy to support foundational reading and writing instruction aligned to the science of reading. 1.1.2.b. Continue training new teachers structured literacy (LETRS, other state approved options) to support foundational reading and writing instruction aligned to the science of reading. 1.1.2.c. Provide implementation support upon completion of structured literacy training to ensure effective reading instruction in grades K-3. 1.1.2.d. Support the implementation of the early literacy assurances which define the literacy skills of a successful Kindergarten, first and second grade students. 1.1.2.e. Identify processes and assessment tools to implement the requirements of Dyslexia and Early Literacy Legislation. 1.1.2.f. Improve teachers' and administrators' understanding of Dyslexia. 1.1.2.g. Ensure students use effective tools to improve their keyboarding skills.

	with disabilities will be educated in the least restrictive environment for 80% or > of the school day.	1.1.3. Implement literacy instruction across disciplines to increase achievement across all grade levels.	<p>1.1.3.a. Develop discipline-specific literacy strategies within units of study across all content areas.</p> <p>1.1.3.b. Provide implementation support including professional learning opportunities to ensure discipline-specific literacy strategies are integrated in the content areas.</p> <p>1.1.3.c. Provide proxy/practice assessment item banks for grades 1-12 to prepare students for interim (common) assessments.</p> <p>1.1.3.d. Develop and refine/revise ELA interim (common) assessments, engaging teachers in the process, for grades 1-12 in the areas of reading and writing.</p> <p>1.1.3.e. Design and begin first phase of implementation of a K-12 writing framework</p> <p>1.1.3.f. Refine pacing documents, unit plans and other curriculum resources that align with the Georgia ELA standards</p>
		1.1.4. Increase math achievement across all grade levels.	<p>1.1.4.a. Conduct professional learning that targets growth areas in numerical fluency and reasoning, academic vocabulary and mathematical practices.</p> <p>1.1.4.b. Support teachers in developing a vertical understanding of math standards and the progressions of math standards in non-accelerated courses in grades K-12.</p> <p>1.1.4.c. Continue refinement of pacing documents, unit plans, and other curriculum resources that align with the Georgia Math standards.</p> <p>1.1.4.d. Implement student support models with an 80/20 structure, dedicating 80% of the time to front-loading information and pre-teaching, while allocating 20% to remediation efforts.</p> <p>1.1.4.e. Implement concrete, representational, and abstract problem-solving framework in K-5 mathematical instruction.</p>

		1.1.5 Lead and facilitate effective, data-driven school improvement planning processes across all schools.	<p>1.1.5.a. Monitor the school improvement plan through the Plan/Do/Check/Act process using common formative and common summative assessment data.</p> <p>1.1.5.b. Develop principals' capacity to lead the development of school improvement planning processes by engaging all stakeholders.</p> <p>1.1.5.c. Participate and/or lead school staff in professional learning to support effective use of assessment data to improve instruction.</p> <p>1.1.5.d. Continue to develop and refine our balanced assessment system based on internal stakeholder feedback.</p> <p>1.1.5.e. Provide professional development and support principals and assistant principals in the use of data, assessment platforms, and supporting docs such as test blueprints and achievement level descriptors.</p>
		1.1.6 Implement an internal accountability system to support student achievement across all schools.	<p>1.1.6.a. Build capacity of principals to understand and redeliver the components of the system including regression data.</p> <p>1.1.6.b. Develop and implement common early literacy summative assessments in grades K-2.</p> <p>1.1.6.c. Increase participation in advanced/high school course work: Algebra: Concepts & Connections, Advanced Placement, and Dual Enrollment courses.</p> <p>1.1.6.d. Provide strategic support to schools identified for improved performance.</p> <p>1.1.6.e. Engage internal stakeholders in the development of an incentive program based on the Fayette Accountability System.</p>

Strategic Goal Area 2 - Stakeholder, Community & Family Engagement

Goal	Performance Measure(s)	Initiative(s)	Action Step(s)
2.1 Improve internal and external communication (i.e., community, family and schools)	Parent perception survey results will indicate improvement in the survey item: “The school effectively communicates with me.”	2.1.1. Engage stakeholders in periodic reviews of the strategic plan throughout the year.	2.1.1.a. Review the strategic plan with internal and external stakeholders through cabinet meetings, administrative council meetings, advisory councils and board of education meetings to provide progress updates and gather feedback from stakeholders. 2.1.1.b. Align school improvement plans with the strategic plan based on the school's areas of growth and should also be posted on individual school websites.
		2.1.2. Maintain and expand stakeholder communication	2.1.2.a. Create video and podcast content via social media channels to promote school system events, accomplishments, and important information. 2.1.3.b. Conduct community and stakeholder forums to share initiatives, address concerns, and gather input from stakeholders (Monthly Board of Education Meetings, School Council Meetings, Advisory C committee Meetings, PTO Meetings, Chamber of Commerce Meetings, etc).
2.2 Engage internal and external stakeholders	Parent perception survey results will indicate improvement in the survey item: “The school makes me feel welcome”.	2.2.1. Maintain and expand community partnerships.	2.2.1.a. Communicate internally and externally in schools about needs and opportunities for businesses to volunteer/engage/support students and schools. 2.2.1.b. Increase pathway advisory committees and engage faculty and industry partners/employers. 2.2.1.c. Meet quarterly with the Communication Committee, which includes law enforcement leaders and representatives from Fayette County NAACP, to share school system and community information. 2.2.1.d. Organize evening events and activities to bring current and private, home school, and future students/families into school buildings to highlight various programs within the school. Examples include Smart Start (our birth-age 5 program for children and caregivers); community and cultural events to celebrate Black History Month, Hispanic Heritage, etc; fine arts performances, art shows, and academic events. 2.2.1.e. Encourage parents and staff to invite private school and home school families to programs and activities at our local schools. 2.2.1.f. Expand Smart Start (our birth-age 5 program for children and caregivers) through increased enrollment and an additional site program.

		2.2.2. Provide post-secondary opportunities for all students.	2.2.2.a. Utilize the Individual Graduation Plan to ensure students' high school courses are aligned with their interests and post-secondary goals. 2.2.2.b. Communicate with students and families to increase Dual Enrollment and Advanced Placement course enrollments opportunities for our high school students. 2.2.2.c. Develop Launch Fayette, a business incubator (housed at the Center of Innovation), which will inspire students and entrepreneurs to learn and launch innovative ideas.
		2.2.3. Expand parent and stakeholder engagement.	2.2.3.a. Invite community and parent stakeholders to provide input when selecting a school principal through surveys and stakeholder meetings. 2.2.3.b. Include parents/stakeholder/community members to serve on district committees.
		2.2.4. Improve student engagement.	2.2.4.a. Promote and highlight students' creative endeavors which support our school system's initiatives and provide service to the community' (i.e., club activities, student artwork posted in public spaces, Christmas card designs, graphic design, and special projects). 2.2.4.b. Meet quarterly with the Superintendent's Student Advisory Council.
		2.2.5. Increase volunteerism among our schools.	2.2.5.a. Communicate internally in schools and externally in the community about volunteer needs and opportunities. 2.2.5.b. Develop additional opportunities for volunteering (i.e., sharing industry expertise through video conference, interview expert on a topic, and guest speakers). 2.2.5.c. Grow student mentoring program through expanded recruitment and retention of qualified adult mentors.
		2.2.6. Engage stakeholders to compose updated vision and mission statements.	2.2.6.a. Educate employees about the new vision and mission statements. 2.2.6.b. Promote and embrace the vision and mission statements in the daily work of stakeholders.

Strategic Goal Area 3 -Professional Growth & Human Resources

Goal	Performance Measure(s)	Initiative(s)	Action Step(s)
3.1. Hire and retain excellent certified staff	90% of certified staff retained system-wide each year.	3.1.1. Improve recruitment and hiring.	<p>3.1.1.a. Use demographic certified staff employment data to recruit and hire employees who are reflective of student demographics.</p> <p>3.1.1.b. Use intent survey data to identify high needs areas for the upcoming school year; post high needs areas early; screen applicants for high needs areas and alert specific schools.</p> <p>3.1.1.c. Maintain competitive salaries based on similar districts by participating in statewide salary surveys and analyze results.</p> <p>3.1.1.d. Efficiently track applicants and monitor the steps of new hire recommendations from interview to onboarding.</p> <p>3.1.1.e. Identify paraprofessionals who are interested in becoming teachers, and provide resources about pathways to teaching.</p> <p>3.1.1.f. During the spring hiring season, hire teachers in the areas of secondary science, secondary math, and elementary to be in itinerant roles.</p> <p>3.1.1.g. Identify quality student teachers and December graduates to be hired as itinerant teachers for the second semester.</p>
		3.1.2. Improve staff retention.	<p>3.1.2.a. Conduct and analyze school climate surveys to aid in school improvement, staff and family engagement, and staff retention; share results with principals with expectations to address the data with leadership teams and develop action steps for improvement</p> <p>3.1.2.b. Identify schools with less than 80% certified retention at the school and provide training and oversight to the school principal in conducting stay interviews and exit interviews.</p> <p>3.1.2.c. Provide competitive flexible benefits which provide value and are targeted to employee needs.</p> <p>3.1.2.d. Provide financial literacy education to improve the financial wellness of employees.</p> <p>3.1.2.e. Study budget implications and consider implementing Retirement Savings Plan match for PSERS eligible employees</p> <p>3.1.2.f. Study and consider awarding retention supplements for additional hard to fill ECS positions: TRIAD, Mainstay, and ACCESS</p>
	90% Substitute fill rate.	3.1.3 Increase substitute fill rate.	<p>3.1.3.a. Maintain pay rates for substitutes that are competitive and incentivize substitutes to work more often.</p> <p>3.1.3.b. Work directly with schools identified as having low sub fill rates to include action steps in their school improvement plans.</p> <p>3.1.3.c. Provide quality training for substitutes related to effective classroom management, instructional strategies meeting the diverse needs of students, and professionalism.</p>

3.2. Retain highly effective staff	95% of administrators evaluated by LKES will be rated as exemplary or proficient.	3.2.1. Provide job aligned professional learning.	3.2.1.a. Provide opportunities to attend Griffin RESA, conferences, etc. for job aligned professional development. 3.2.1.b. Provide professional development to all staff and stakeholders on implementation of data governance best practices. 3.2.1.c. Embed ongoing training related to the district's mission and vision. 3.2.1.d. Provide support and mentoring for induction teachers
	95% of teachers evaluated by TKES will be rated as exemplary or proficient.	3.2.2. Increase leadership capacity among teachers and administrators.	3.2.2.a. Continue to identify and develop teacher leaders. 3.2.2.b. Recruit viable candidates with administrative leadership potential and actively recruit viable candidates into the Leadership Development Pipeline. 3.2.2.c. Encourage effective succession by advertising and filling vacancies to allow time for successful transition. 3.2.2.d. Provide opportunities for Leadership Development Pipeline participants and current leaders to improve their leadership competencies in alignment with Portrait of a Leader.
3.3. Improve bus driver retention and recruitment processes in the transportation department	Maintain a bus staff of 150 full-time drivers and 20+ sub-drivers	3.3.1. Improve rate of trainees becoming full time drivers.	3.3.1.a. Advertise through local entities, job search engines, social media and strategically placed banners and signs. 3.3.1.b. Continue mentoring new bus drivers. 3.3.1.c. Conduct exit interviews as employees leave the district to determine areas for improvement. 3.3.1.d. Revise hiring and training processes to improve employment rate of new drivers.

Strategic Goal Area 4 - Organizational & Operational Effectiveness

Goal	Performance Measure(s)	Initiative(s)	Action Step(s)
4.1. Ensure safe supportive learning environments	All schools & programs will have a PBIS (Positive Behavior Interventions and Supports) climate team and climate goals in their school improvement plan.	4.1.1. Improve school climates across the district.	4.1.1.a. Provide district coaching and professional learning opportunities to support PBIS implementation and each school's PBIS climate team. 4.1.1.b. Monitor discipline data to ensure consistent enforcement of code of conduct. 4.1.1.c. Ensure all schools will have a school climate goal in their school improvement plan. 4.1.1.d. Maintain a district cross-functional action team with representative stakeholders across the district to review code of conduct and make recommendations for improvement.
		4.1.2. Use evidence-based practices to support student behavior and discipline.	4.1.2.a. Provide professional learning in verbal de-escalation and conflict resolution techniques and proactive behavioral strategies. 4.1.2.b. Analyze school-based student behavior data to determine professional learning and support. 4.1.2.c. Provide new student orientation sessions at all secondary schools. Add: 4.1.2.d - Implement the Conflict Resolution Course for students with a first time fighting infraction.
	Reduce the incidents of fighting and physical aggression by 2% annually	4.1.3. Maintain comprehensive school emergency plans and improve school safety measures.	4.1.3.a. Ensure training, review reunification plans, establish reunification sites, and collaborate with local first responders and EMS. 4.1.3.b. Monitor and provide support of the implementation of emergency drills and include debrief following emergencies. 4.1.3.c. Utilize a system-wide plan to improve school district crisis preparedness, response and recovery to promote the health and safety of employees, students and families. 4.1.3.d. Add SROs to all FCPS elementary schools. 4.1.3.e. Conduct quarterly meetings with the School Safety Advisory Team to review school safety measures. 4.1.3.f. Provide annual training for principals and SROs regarding roles and responsibilities.
	Ensure that 100% of school emergency plans are updated and approved by local EMS annually.	4.1.4. Utilize training to improve bus safety measures	4.1.4.a. Review bus safety data (student bus referrals, bus safety incidents, accident data) to identify areas of improvement in the bus safety program. 4.1.4.b. Provide annual training to drivers and monitors on strategies to address areas of improvement 4.1.4.c. Utilize the bus intervention program to address chronic and/or serious student behavior infractions. 4.1.4.d. Provide elementary schools with bus safety materials to educate students on appropriate bus behavior.

4.2. Increase efficient use of resources, processes, and management structures	Survey data of internal stakeholders will indicate improvements in workflow between departments and software applications	4.2.1. Implement data governance best practices across the school system	4.2.1.a. Continue to expand the district data governance council which will meet at least quarterly. Incorporate a Teacher Advisory group to provide valuable perspectives, feedback, and insights on data usage, privacy, and security as they relate to classroom practices. 4.2.1.b. Compile processes and procedures for improved deliverables (improve efficiency and secure handling of data). 4.2.1.c. Plan for and implement new initiatives, adoptions, and apps/tools/resources; departments and/or schools will consult with Digital Services to address security concerns, FERPA/COPPA directives, network requirements, interoperability and industry standards, 1EdTech compliance, and training needs. 4.2.1.d. Implement ongoing cybersecurity awareness training for all stakeholders to strengthen their understanding and minimize risk, promoting proactive behavior and adherence to best practices for digital safety.
		4.2.2. Improve efficiency across departments, finance, accounting, human resources, and technology software systems/applications	4.2.2.a. Continue to enhance and improve ClassLink dashboards for all users. 4.2.2.b. Improve integration and interoperability between software applications to reduce manual and duplicate input and other clerical work. 4.2.2.c. Provide internal procedures and training on record management. 4.2.2.d. Provide a robust, secure network for all users to access content, resources, and platforms.
4.3. Ensure efficient and fair allocation of financial and personnel resources.	General fund operating budget that maintains a minimum 10% budgetary reserve per Board policy DCL	4.3.1. Refine personnel allotment point system	4.3.1.a. Educate principals on personnel allotment guidelines and use of staffing allotment points. 4.3.1.b. Consider projected enrollment, FTE, and program participation in the allotment of faculty and staff. 4.3.1.c. Review personnel allotment guidelines 4.3.1.d. Develop staffing guardrails and required positions to protect programs and provide necessary consistency district wide.
		4.3.2. Maintain an annual operating budget with projected 10% or more budgetary reserve	4.3.2.a. Gather feedback from student, teacher, parent, and administrative groups for budget priorities. 4.3.2.b. Discuss budget priorities with the Board to provide a basis of budget development and focus. 4.3.2.c. Determine necessary budget changes to enact Board approved budget priorities for compensation levels, class size, programs, instructional focus and support positions. 4.3.2.d. Assess budget priorities compared to projected revenues and fund balance availability. 4.3.3.e Follow budget timeline for budget adoption.

