Frederick County Public Schools

# STRATEGIC PLAN

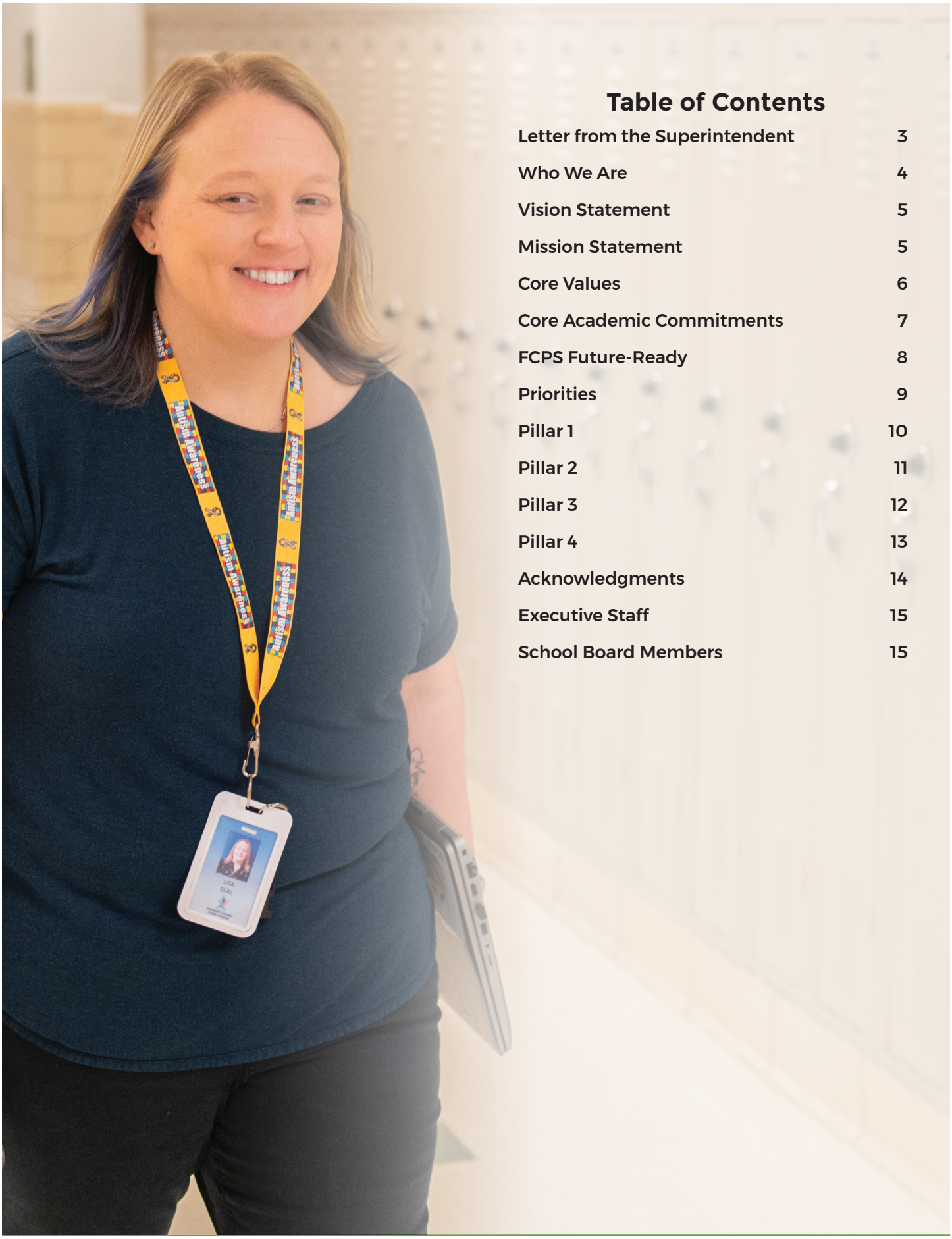
# IGNITE 2030









## Table of Contents


| | |
|---|---|
| Letter from the Superintendent | 3 |
| Who We Are | 4 |
| Vision Statement | 5 |
| Mission Statement | 5 |
| Core Values | 6 |
| Core Academic Commitments | 7 |
| FCPS Future-Ready | 8 |
| Priorities | 9 |
| Pillar 1 | 10 |
| Pillar 2 | 11 |
| Pillar 3 | 12 |
| Pillar 4 | 13 |
| Acknowledgments | 14 |
| Executive Staff | 15 |
| School Board Members | 15 |

# LETTER FROM THE SUPERINTENDENT

Dear Frederick County Public Schools Community,

It is with great pleasure that I present to you *Ignite 2030: Excellence For All—A Future-Ready Education Community,* our strategic plan for Frederick County Public Schools (FCPS). This plan is more than a guide for the coming years; it is a declaration of our commitment to every student and a testament to the strength of our connected learning community.

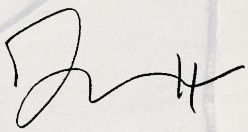
Our previous strategic plan, Inspire 2025, successfully laid a strong foundation, fostering environments where our students could thrive. Now, building upon that groundwork, we are launching our next phase with Ignite 2030, a plan that signals our commitment to taking decisive action and executing our vision with purpose. Our new plan outlines our commitment to preparing students for future success and will guide us in providing valuable opportunities for every student.

Developed through the collaborative efforts of our School Board, administrators, educators, and community members, Ignite 2030 addresses key priorities to ensure a high-quality and future-focused education for all FCPS students. We have proactively identified critical areas and developed strategies to support student achievement and well-being.

We invite you to learn more about Ignite 2030. Thank you for your continued support as we work together to ignite the potential within each student.

Sincerely,

Dr. George C. Hummer



Superintendent of Schools




# WHO WE ARE

- 18th largest of 131 school divisions in Virginia
- Over 14,600 students
- 21 Schools
  - 12 Elementary Schools
  - 4 Middle Schools
  - 3 High Schools
  - 2 Learning Centers
- Over 90 Career and Technical Educations (CTE) classes
- 22 Advanced Placement (AP) classes
- 47 dual enrollment classes
- GMU Partnerships: Literacy Committee, Computer Science, Continuous Improvement
- Over 2,700 staff
- 233 active buses that travel over 2.4 million miles each year
- 12,000 meals served daily
- $254.9 million operating budget

***Excellence For All—***
***A Future-Ready Education Community***

# VISION

**We envision schools where every student, supported by a connected learning community, is equipped and empowered to succeed and lead lives of which they are proud.**

# MISSION

**We are FCPS—a dedicated community of educators whose mission is to empower every learner by fostering meaningful and rigorous educational experiences that help them confidently shape their futures in an ever-changing world.**



# CORE VALUES

We are FCPS—a community that believes every child deserves educators who are child-centered, lead with compassion, collaborate with purpose, and demonstrate unwavering commitment and conscientiousness in all we do.



**Child-Centered**



**Compassionate**



**Committed**



**Collaborative**



**Conscientious**

# CORE ACADEMIC COMMITMENTS

1. Students will demonstrate grade-level proficiency or higher in reading by the end of third grade, ensuring they are on track for academic success.

2. Students will demonstrate grade-level proficiency or higher in math by the end of eighth grade, ensuring they are on track for academic success.

3. Students will graduate with a clear postsecondary plan—whether for college, the workforce, or military service (3E Ready)—based on their individual goals and rigorous coursework.

4. By the end of twelfth grade, all students will have participated in opportunities that foster the development of essential durable skills and demonstrate proficiency, including leadership, effective communication (verbal, written, and presentation), planning, metacognition, and collaboration.



# FCPS FUTURE-READY

**FCPS Future-Ready Graduates Will Be:**

### EFFECTIVE COMMUNICATORS AND COLLABORATORS

Able to express ideas clearly in verbal, written, and visual formats, and work productively in all teams to solve problems, make decisions, and achieve shared goals.

### STRATEGIC THINKERS AND PROBLEM SOLVERS

Capable of analyzing situations, applying critical thinking, and developing practical, innovative solutions to real-world challenges.

### SELF-AWARE AND REFLECTIVE LEARNERS

Skilled in metacognition, using feedback and self-assessment to set ambitious goals, monitor progress, and adapt their learning strategies.

### RESILIENT AND ADAPTABLE LEADERS

Prepared to lead with integrity, navigate change, overcome setbacks, and remain flexible in the face of evolving academic, social, and career demands.

### DIGITALLY AND CULTURALLY FLUENT CITIZENS

Literate in current technologies, able to learn new tools, and respectful of different perspectives with a strong sense of civic responsibility and global awareness.

### DIGITALLY LITERATE AND TECHNOLOGICALLY AGILE

Fluent in using digital tools ethically and effectively, with the capacity to learn emerging technologies as needed.

### LIFELONG LEARNERS WITH PURPOSE

Motivated by curiosity, a commitment to growth, and a desire to make meaningful contributions in their personal, professional, and community lives.





# PRIORITIES

## 1 ACADEMIC ACHIEVEMENT AND POST-SECONDARY READINESS

Ensure every student engages in rigorous, real-world learning experiences that foster intellectual curiosity and student ownership that effectively prepares students for enrollment, employment, or enlistment.

## 2 SAFE AND SUPPORTIVE TEACHING AND LEARNING ENVIRONMENTS

Create physically and emotionally safe, respectful, and well-structured school environments that foster strong relationships, consistent behavior expectations, and responsive systems of support for all students.

## 3 SKILLED AND SUPPORTED WORKFORCE

Cultivate a well-prepared, collaborative, and resilient workforce by strengthening leadership capacity, streamlining systems, and ensuring consistent communication and support at every level.

## 4 INDIVIDUAL AND COLLECTIVE WELLNESS

Foster a culture of wellness where students and staff feel valued, supported, and empowered to thrive—academically, socially, and emotionally—through intentional structures that promote health, voice, trust, and balance.

# 1

# ACADEMIC ACHIEVEMENT AND POST-SECONDARY READINESS



Ensure every student engages in rigorous, real-world learning experiences that foster intellectual curiosity and student ownership that effectively prepares students for enrollment, employment, or enlistment.

## STRATEGIC INITIATIVE 1

Implement a divisionwide instructional and school effectiveness framework that defines high-quality teaching, learning, and leadership. This framework aligns expectations for instruction, planning, assessment, as well as the use of technology and core conditions for student success across all schools.

## STRATEGIC INITIATIVE 2

Establish and support effective planning structures across levels. Implement Professional Learning Communities (PLCs) at secondary schools. Optimize collaborative planning structures at elementary schools to enhance instructional outcomes.

## STRATEGIC INITIATIVE 3

Develop systems for data-driven decision-making to promote accountability, continuous improvement, and strategic use of instructional data.

## STRATEGIC INITIATIVE 4

Develop and expand new innovative programming and Career and Technical Education (CTE) opportunities that meet the needs of our community. These opportunities will prepare students for post-secondary success in one of the 3Es: enrollment in postsecondary education, employment, or enlistment in the military.



# 2

# SAFE AND SUPPORTIVE TEACHING AND LEARNING ENVIRONMENT

Create physically and emotionally safe, respectful, and well-structured school environments that foster strong relationships, consistent behavior expectations, and responsive systems of support for all students.

## STRATEGIC INITIATIVE 1

Expand the School Safety Ambassador Program to support and empower leadership in creating a safe and secure learning and school environment.

## STRATEGIC INITIATIVE 2

Strengthen safety infrastructure and specialized support for students with unique learning, behavioral, or language needs to ensure they can participate fully and safely in school life.

## STRATEGIC INITIATIVE 3

Launch a divisionwide family and community partnership strategy focused on building trust, shared expectations, and meaningful engagement in support of student behavior, well-being, and academic success.

## STRATEGIC INITIATIVE 4

Implement the division's Prevention, Intervention, Extension (PIE) Framework to guide school-based teams in building proactive systems that educate, support, and respond to student behavioral and emotional needs to include Positive Behavior Intervention Systems (PBIS), Restorative Practices, and Behavior Matrices.

# 3

# SKILLED AND SUPPORTED WORKFORCE



Cultivate a well-prepared, collaborative, and resilient workforce by strengthening leadership capacity, streamlining systems, and ensuring consistent communication and support at every level.

## STRATEGIC INITIATIVE 1

Launch a comprehensive divisionwide communication plan to ensure clear, consistent, and transparent messaging between Central Office, schools, and families—enhancing trust, clarity, and shared understanding across all levels.

## STRATEGIC INITIATIVE 2

Develop and retain high-quality staff by creating clear career pathways and offering reskilling and upskilling opportunities that support advancement, deepen engagement, and align with division priorities and evolving school needs.

## STRATEGIC INITIATIVE 3

Develop and support transformational leaders by implementing tiered leadership development pathways and personalized coaching aligned to division priorities and leadership standards.

## STRATEGIC INITIATIVE 4

Strengthen systems for collaboration across the division by expanding opportunities for vertical (within school levels) and horizontal (across departments) collaboration, including job-alike groups, shared planning, and cross-functional project teams.



# 4

# INDIVIDUAL AND COLLECTIVE WELLNESS

Foster a culture of wellness where students and staff feel valued, supported, and empowered to thrive—academically, socially, and emotionally—through intentional structures that promote health, voice, trust, and balance.

## STRATEGIC INITIATIVE 1

Establish transparent communication structures that regularly provide context for Central Office decisions—highlighting alignment with student outcomes and the division's strategic plan.

## STRATEGIC INITIATIVE 2

Support the reduction of burnout by aligning division initiatives, setting clear expectations, and proactively communicating available wellness resources and supports—ensuring staff feel seen, heard, and cared for.

# ACKNOWLEDGMENTS

Frederick County Public Schools extends its sincere thanks to the Strategic Plan Advisory Committee members for their dedicated work during the development of the strategic plan. Their efforts in creating our division's strategic plan are greatly appreciated.

We especially recognize the importance of the varied viewpoints brought to the table by students, staff, parents, and community members. Student input offered critical understanding of their educational needs. Staff expertise ensured the plan's feasibility. Parent perspectives were key to understanding families' needs. Community member contributions enriched the plan with broader contextual awareness.

This collaborative approach demonstrates the committee's strong leadership, encompasses the collective insights of our community and ensures the strategic plan is comprehensive and will guide FCPS forward into the future.

### Strategic Plan Advisory Committee

Estella Bagnal
Tanessa Carter
Todd Coughenour
Melissa Culp
Penny Curry
Melissa Curtis
Katie Freakley
Abby French
Tim Grant
Grant Harris
Matthew Hopple
Lucy Janney
Chris Jarrell
Scarlett Kibler
Keith Kilmer
Kamie Macrae
Christopher Malone
Angela Mckenzie
Cole McQuaid
Erin Mastropietro
Ryan Moody
Tara Mueller
Jen Muldowney
Julie Myers
Crystal Nicola
Stephanie Noel
Adrienne Patrick
Rian Payne
Brenda M. Perea
Alison Post
Ben Ratliff
Tabitha Reeves
Katherine Riddle
Emily Roy
Jeremy Shea
Mallory Simon
Jeri Swogger
Joe Strong
Jeremiah Varnau
Elizabeth Williamson
Charisse Woodward
Dellea Underwood
Allison Yost
Jodi Zeis

# EXECUTIVE STAFF

Dr. George C. Hummer, *Superintendent of Schools*
Vacant, *Assistant Superintendent for Administration*
Mrs. Shanté Knight, *Assistant Superintendent for Instruction*
Mrs. Kristen Anderson, *Executive Director of Finance*
Mrs. Katie Freakley, *Executive Director of Human Resources*
Mrs. Caitlin Jordan, *Executive Director of Policy and Legal Services*
Mrs. Tara Helkowski, *Executive Director of Media and Communications*

# SCHOOL BOARD MEMBERS

Mr. Scott Sturdivant, *Chair, Back Creek District*
Mrs. Dianna Klein, *Vice Chair, Member-at-Large*
Ms. Marina Caruso, *Gainesboro District*
Mr. Daryl Bell, *Opequon District*
Dr. Brian Erskine, *Redbud District*
Mr. Miles B. Adkins, *Shawnee District*
Ms. Linda Martin, *Stonewall District*




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Questions concerning the application of this nondiscrimination policy may be made to: Title IX Coordinator (Adults), Executive Director of Human Resources; Title IX Coordinator (Students) and Section 504 Coordinator, Director of Student Support Services. Office of Civil Rights, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202, Ph: (202) 453-6020, OCR.DC@ed.gov.

For further information on notice of nondiscrimination, see list of OCR enforcement offices for the addresses and phone numbers of the office that serves your area, or call 1-800-421-3481.