

FAYETTE COUNTY PUBLIC SCHOOLS STRATEGIC PLAN

Strategic Goal Area 1 - Student Engagement and Achievement

| Goal | Measure(s) | Initiative(s) | Action Step(s) |
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| <p>1.1. Increase student achievement and student growth.</p> | <p>Improve Graduation Rate by 1% at each high school</p> <p>85% Milestones Reading on Grade Level per grade level</p> <p>1% increase in Milestones Proficient & Distinguished in each grade level/subject (ELA, Math, Science and SS)</p> | <p>1.1.1. Use effective instructional practices in the delivery of instruction.</p> | <p>1.1.1.a. Pilot curriculum plans and refine units of instruction in mathematics, science, and social studies.</p> <p>1.1.1.b. Maintain a collaborative process for regularly reviewing interim assessments and item banks, using data insights to guide instructional decisions</p> <p>1.1.1.c. Improve leaders' understanding of instructional practices to support effective classroom instruction to improve student achievement. (Fayette 5)</p> <p>1.1.1.d. Use formative and interim assessment data in PLCs to inform instructional adjustments and strengthen instruction</p> <p>1.1.1.e. Develop a comprehensive district-wide professional development plan that prioritized instructional strategies and engagement.</p> <p>1.1.1.f. Facilitate quarterly walk-throughs with content experts and use collaborative debriefs to reflect on trends, celebrate effective practices, and identify opportunities to enhance instructional support and resource alignment</p> <p>1.1.1.g. Collaborate with principals to research and explore effective scheduling models and best practices that maximize instructional time, support staff capacity, and address school-specific priorities.</p> <p>1.1.1.h. Engage teacher teams and content leaders to research and draft success criteria for each priority standard in ELA and Math, ensuring alignment across grade levels and consistency in expectations.</p> |
| | <p>1% increase in Milestones Proficient and Distinguished in each grade level/subject (ELA, Math, Science and SS) per subgroup</p> <p>At least 68% of students</p> | <p>1.1.2. Use evidence-based practices when teaching foundational reading, writing, speaking, and listening skills.</p> | <p>1.1.2.a. Provide training to school administrators, at all levels, in structured literacy to support foundational reading and writing instruction aligned to the science of reading.</p> <p>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.</p> <p>1.1.2.c. Provide implementation support upon completion of structured literacy training to ensure effective reading instruction in grades K-3.</p> <p>1.1.2.d. Support the implementation of the early literacy assurances which define the literacy skills of successful Kindergarten, first, and second grade students.</p> <p>1.1.2.e. Identify processes to implement the requirements of Dyslexia and Early Literacy Legislation.</p> <p>1.1.2.f. Develop and implement a comprehensive plan to deepen educators' understanding of literacy, including characteristics and early warning signs of dyslexia, and classroom support in K-12.</p> |

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| 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. Integrate content-specific literacy practices, including both reading and writing, into instructional units across all subject areas to support deep comprehension and communication.</p> <p>1.1.3.b. Provide targeted implementation support and professional learning to embed discipline-specific writing strategies, alongside reading practices, into instruction across all 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. Redevelop ELA interim (common) assessments, engaging teachers in the process, for grades 3-12 in the areas of reading and writing.</p> <p>1.1.3.e. Launch Phase II of the K-12 writing framework implementation by identifying priority components, piloting strategies in select 3-5 classrooms, and gathering feedback to inform districtwide scaling.</p> <p>1.1.3.f. Refine pacing documents, unit plans, and assessments to 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. Use the Plan-Do-Check-Act cycle to monitor school improvement plans every 45 days, by comparing common formative and summative assessment data to determine trends and next steps.</p> <p>1.1.5.b. Strengthen principals' ability to lead collaborative school improvement planning by providing targeted training in data analysis, goal setting, and stakeholder facilitation.</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> <p>1.1.5.f. Provide schools with trend data related to district assessments to guide school improvement.</p> <p>1.1.5.g. Design and implement a tiered team training model, led through the CQI role, to build school teams' capacity to engage in effective school improvement planning and continuous quality improvement cycles.</p> |

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| | | 1.1.6 Implement an internal accountability system to support student achievement across all schools. | 1.1.6.a. Build capacity of principals, assistant principals, and teacher leaders to understand and redeliver the components of the system including regression data. 1.1.6.b. Revise the common early literacy summative assessments in grades K-2. 1.1.6.c. Increase participation in advanced/high school course work: Algebra: Concepts & Connections, Advanced Placement, and Dual Enrollment courses. 1.1.6.d. Provide strategic support to schools identified for improved performance. 1.1.6.e. |
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Strategic Goal Area 2 - Stakeholder, Community & Family Engagement

| Goal | Measure(s) | Initiative(s) | Action Step(s) |
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| 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 Develop a district-wide communications plan that leverages social media and digital platforms to share regular, branded content aligned to the district’s vision and priorities, while promoting key initiatives and strengthening community awareness. 2.1.1.b. 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.c. Ensure school improvement plans align with the district’s strategic priorities, reflect school-specific areas for growth, and are publicly accessible on each school’s website. 2.1.1.d. Facilitate ongoing Fayette Standard meetings with staff and families to build awareness, gather input, and promote alignment across the school community. 2.1.1.e. Conduct a communication audit focused on Parent Square and other digital platforms to improve clarity, coordination, and reduce message fatigue among stakeholders. |
| | | 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. (adding 2 schools 25-26) |

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| | | <p>2.2.2. Provide post-secondary opportunities for all students.</p> | <p>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 best practices for school counselors to effectively guide students and families in understanding Dual Enrollment and Advanced Placement options.</p> |
| | | <p>2.2.3. Expand parent and stakeholder engagement.</p> | <p>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.</p> |
| | | <p>2.2.4. Improve student engagement.</p> | <p>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. 2.2.4.c. Increase academic extracurricular opportunities in elementary, middle, and high schools. 2.2.4.d. Support Launch Fayette, a business incubator (housed at the Center of Innovation), which will inspire students and entrepreneurs to learn and launch innovative ideas.</p> |
| | | <p>2.2.5. Increase volunteerism among our schools.</p> | <p>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.</p> |

Strategic Goal Area 3 -Professional Growth & Human Resources

| Goal | Measure(s) | Initiative(s) | Action Step(s) |
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| 3.1. Hire and retain excellent certified staff | 90% of certified staff retained system-wide each year. | 3.1.1. Improve recruitment and hiring. | 3.1.1.a. Use demographic certified staff employment data to recruit and hire employees who are reflective of student demographics. 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. 3.1.1.c. Maintain competitive salaries based on similar districts by participating in statewide salary surveys and analyze results. 3.1.1.d. Efficiently track applicants and monitor the steps of new hire recommendations from interview to onboarding. 3.1.1.e. Identify paraprofessionals who are interested in becoming teachers, and provide resources about pathways to teaching. 3.1.1.f. Hire teachers in the areas of ECS, secondary science, secondary math, and elementary to be in itinerant roles. 3.1.1.g. Identify quality student teachers and December graduates to be hired as itinerant teachers for the second semester. 3.1.1.h. Strengthen teacher recruitment and placement by involving content coordinators in the hiring process for core instructional positions in strategic support schools and itinerant roles to ensure strong content alignment and instructional fit. |
| | | 3.1.2. Improve staff retention. | 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 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. 3.1.2.c. Provide competitive flexible benefits which provide value and are targeted to employee needs. 3.1.2.d. Provide financial literacy education to improve the financial wellness of employees. 3.1.2.e. Study budget implications and consider implementing Retirement Savings Plan match for PSERS eligible employees 3.1.2.f. Study and consider awarding retention supplements for additional hard to fill ECS positions: TRIAD, Mainstay, ACCESS II, and GOALS |
| | 90% Substitute fill rate. | 3.1.3 Increase substitute fill rate. | 3.1.3.a. Maintain pay rates for substitutes that are competitive and incentivize substitutes to work more often. 3.1.3.b. Work directly with schools identified as having low sub fill rates to include action steps in |

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| | | | <p>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> |
| <p>3.2. Retain highly effective staff</p> | <p>95% of administrators evaluated by LKES will be rated as exemplary or proficient.</p> | <p>3.2.1. Provide job aligned professional learning.</p> | <p>3.2.1.a. Provide opportunities to attend Griffin RESA, conferences, etc. for job aligned professional development.</p> <p>3.2.1.b. Provide professional development to all staff and stakeholders on data governance best practices and assessment literacy to support effective, ethical use of student data in instructional decision-making.</p> <p>3.2.1.c. Provide support and mentoring for induction teachers</p> |
| | <p>95% of teachers evaluated by TKES will be rated as exemplary or proficient.</p> | <p>3.2.2. Increase leadership capacity among teachers and administrators.</p> | <p>3.2.2.a. Develop and train teacher leaders in communication and assessment literacy to build school-level capacity, support ongoing professional learning, and strengthen instructional decision-making.</p> <p>3.2.2.b. Recruit viable candidates with administrative leadership potential and actively recruit viable candidates into the Leadership Development Pipeline.</p> <p>3.2.2.c. Establish clear succession planning procedures that include early identification of vacancies, proactive recruitment, and structured transition plans to support continuity of leadership and operations.</p> <p>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.</p> |
| <p>3.3. Improve bus driver retention and recruitment processes in the transportation department</p> | <p>Maintain a bus staff of 150 full-time drivers and 20+ sub-drivers</p> | <p>3.3.1. Improve rate of trainees becoming full time drivers.</p> | <p>3.3.1.a. Advertise through local entities, job search engines, social media and strategically placed banners and signs.</p> <p>3.3.1.b. Continue mentoring new bus drivers.</p> <p>3.3.1.c. Conduct exit interviews as employees leave the district to determine areas for improvement.</p> <p>3.3.1.d. Revise hiring and training processes to improve the employment rate of new drivers.</p> |

Strategic Goal Area 4 - Organizational & Operational Effectiveness

| Goal | Measure(s) | Initiative(s) | Action Step(s) |
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| 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. 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. 4.1.2.d. Monitor implementation data and student outcomes to assess the effectiveness of the Conflict Resolution Course, and explore opportunities to expand the program to support broader behavioral interventions and prevention efforts. |
| | 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. Provide annual training to drivers and monitors on strategies to address areas of improvement 4.1.4.b. Utilize the bus intervention program to address chronic and/or serious student behavior infractions. 4.1.4.c. Provide elementary schools with bus safety materials to educate students on appropriate bus behavior. |
| 4.2. Increase efficient use of resources, processes, and manage | Survey data of internal stakeholders will indicate improvements | 4.2.1. Implement data governance best practices | 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). |

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| -ment structures | in workflow between departments and software applications | across the school system | <p>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.</p> <p>4.2.1.d. Refine ongoing cybersecurity awareness training for all stakeholders</p> |
| | | 4.2.2. Improve efficiency across departments, finance, accounting, human resources, and technology software systems/applications | <p>4.2.2.a. Continue to enhance and improve ClassLink dashboards for all users.</p> <p>4.2.2.b. Conduct a cross-departmental systems audit to identify redundancies, integration gaps, and user friction across existing software applications to streamline workflow.</p> <p>4.2.2.c. Provide internal procedures and training on record management.</p> <p>4.2.2.d. Provide a robust, secure network for all users to access content, resources, and platforms.</p> <p>4.2.2.e. Provide cross-training for key staff to increase flexibility and reduce operational friction.</p> |
| 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 | <p>4.3.1.a. Educate principals on personnel allotment guidelines and use of staffing allotment points.</p> <p>4.3.1.b. Consider projected enrollment, FTE, and program participation in the allotment of faculty and staff.</p> <p>4.3.1.c. Form a cross-functional committee to evaluate the effectiveness of human resources, review personnel allotment guidelines, identify areas for improvement, and recommend adjustments.</p> <p>4.3.1.d. Develop districtwide staffing requirements to ensure program sustainability, appropriate resource allocation, and consistent support for students across all schools.</p> |
| | | 4.3.2. Maintain an annual operating budget with projected 10% or more budgetary reserve | <p>4.3.2.a. Gather feedback from student, teacher, parent, and administrative groups for budget priorities.</p> <p>4.3.2.b. Discuss budget priorities with the Board to provide a basis of budget development and focus.</p> <p>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.</p> <p>4.3.2.d. Assess budget priorities compared to projected revenues and fund balance availability.</p> <p>4.3.2.e. Follow the budget timeline for budget adoption.</p> <p>4.3.2.f. Explore the sustainability of the IB program</p> |

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