

FAYETTE COUNTY PUBLIC SCHOOLS STRATEGIC PLAN ²⁶⁻²⁷

Strategic Goal Area 1 - Student Achievement and Engagement

Goal	Measures	Initiatives	Action Steps
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% increase in Milestones Proficient and Distinguished in each grade level/subject (ELA, Math, Science and SS) per subgroup	1.1.1. Use effective instructional practices in the delivery of instruction.	1.1.1.a. Implement revised curriculum plans in ELA and refine units of instruction in mathematics, science, and social studies. 1.1.1.b. Maintain a collaborative process for regularly reviewing interim assessments and item banks, using data insights to guide instructional decisions 1.1.1.c. Advance instructional leadership through year 2 implementation of the Fayette 5 by deepening leaders' understanding of the science of learning and its application to high-impact classroom instruction. 1.1.1.d. Support the use of formative and interim assessment data in PLCs to inform instructional adjustments and strengthen instruction 1.1.1.e. Implement and monitor the district-wide professional development plan to strengthen instructional effectiveness, increase engagement, and support continuous improvement across schools. 1.1.1.f. Develop and implement targeted instructional support plans based on quarterly curriculum walk-through findings, including aligned professional learning, coaching cycles, and resource adjustments to address identified needs and strengthen effective instructional practices. 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. 1.1.1.h. Establish a districtwide PLC development model that provides ongoing training, coaching, resources, and monitoring to strengthen collaborative professional practice and improve student achievement. 1.1.1.i. Establish a monthly training and collaboration structure for content coordinators and teaching and learning specialists (TLS) focused on deepening content knowledge, instructional coherence, and aligned support for schools. 1.1.1.j. Implement a pilot process for grades 6–12 ELA instructional resources to evaluate effectiveness, alignment, and usability in support of upcoming textbook adoption decisions in 2027. 1.1.1.k. Increase districtwide understanding of the science of learning and effective instructional design to promote strategic technology use and prioritize evidence-based teaching practices that improve student achievement.
	At least 68% of students with disabilities will be educated in the least restrictive environment for 80% or > of the school day.	1.1.2. Use evidence-based practices when teaching foundational reading, writing, speaking, and listening skills.	1.1.2.a. Develop administrators' knowledge and leadership capacity in the science of learning and the science of reading to ensure consistent, evidence-based reading and writing practices aligned with the science of reading across all schools. 1.1.2.b. Provide ongoing structured literacy training and implementation support for new teachers to strengthen foundational reading and writing instruction aligned to science of reading in grades K-3. 1.1.2.c. Improve processes to implement the requirements of Dyslexia and Early Literacy Legislation. 1.1.2.d. Design and implement targeted literacy improvement plans for schools with fewer than 85% of students reading on or above grade level, leveraging Georgia Literacy Academy resources to deepen educators' understanding of literacy instruction across all content areas and grade levels. 1.1.2.e. Design and sustain a structured support system for newly hired K–3 literacy coaches that promotes consistency in coaching practices, strengthens instructional leadership, and advances early literacy outcomes.

		1.1.3. Implement literacy instruction across disciplines to increase achievement across all grade levels.	1.1.3.a. Implement content-specific literacy practices within instructional units across all subject areas to strengthen students' reading, writing, comprehension, and communication skills. 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. 1.1.3.c. Redevelop ELA interim (common) assessments, engaging teachers in the process, for grades 3-12 in the areas of reading and writing. 1.1.3.d. Utilize 360Writing within K–10 instructional units to expand multimodal reading and writing opportunities. 1.1.3.e. Develop a comprehensive K–5 ELA unit framework utilizing HMH Into Reading materials and expert guidance to align curriculum, instruction, and assessment with the science of reading. 1.1.3.f. Refine pacing documents, unit plans, and assessments to align with the Georgia ELA standards. 1.1.2.g. 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 using the 10 literacy models from GaDOE.
		1.1.4. Increase math achievement across all grade levels.	1.1.4.a. Conduct professional learning focused on strengthening numerical fluency, foundational readiness, and retrieval practice. 1.1.4.b. Support teachers in developing a vertical understanding of K–12 mathematics standards and learning progressions across both advanced and on-grade-level courses. 1.1.4.c. Implement student support structures that prioritize at least 70% of instructional support time for pre-teaching and front-loading instruction, with the remaining time focused on remediation efforts. 1.1.4.d. Implement a concrete, representational, and abstract instructional framework that leads to efficient problem solving and deeper mathematical understanding in K–5 students.
		1.1.5 Lead and facilitate effective, data-driven school improvement planning processes across all schools.	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. 1.1.5.b. Implement a high-impact PLC training model through the CQI role that empowers school teams to leverage actionable data and align continuous improvement practices directly to rigorous classroom instruction. 1.1.5.c. Strengthen principals' ability to lead collaborative school improvement processes through targeted training in actionable data analysis, strategic prioritization, and stakeholder engagement. 1.1.5.d. Continue to develop and refine our balanced assessment system based on internal stakeholder feedback. 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. 1.1.5.f. Provide schools with trend data related to district assessments to guide school improvement. 1.1.5.g. Implement a comprehensive KPI (key performance indicators) framework for content coordinators that includes school performance data, perception data, and levels of school support to evaluate overall impact and effectiveness.
		1.1.6 Implement an internal accountability	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.

		system to support student achievement across all schools.	1.1.6.b. Increase participation in advanced/high school course work: Algebra (MS), Physical Science (MS), Chemistry (HS), and Advanced Placement. 1.1.6.c. Provide strategic support to schools identified for improved performance and develop a tiered system of support based on the accountability system. 1.1.6.d. Provide supporting documents for the Fayette County Accountability System and the use of the school rubrics.
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Strategic Goal Area 2 - Stakeholder, Community & Family Engagement

Goal	Measures	Initiatives	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 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. Facilitate ongoing Fayette Standard meetings with staff and families to build awareness, gather input, and promote alignment across the school community. 2.1.1.d. Conduct a communication audit focused on ParentSquare 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. Develop and monitor communication metrics for district video, social media, and podcast content to assess reach, engagement, and community awareness of school system events and accomplishments. 2.1.2.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 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. 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.c. Organize evening events and activities to bring current 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; college and career information sessions; fine arts performances, art shows, and academic events.
		2.2.2. Provide post-secondary opportunities for all students.	2.2.2.a. Utilize the Academic Planner to create an 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-Advanced Placement course enrollment opportunities for our high school students and better understand Dual Enrollment offerings. 2.2.2.c. Implement a proactive college and career planning strategy for grades 8–10 that empowers students to make informed academic decisions, maximize pathway opportunities, and expand postsecondary choices.
		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. 2.2.3.c. Provide assessment literacy workshops for families at the start of the school year to strengthen communication and build understanding of how assessment data informs instruction and student support.
		2.2.4. Improve student engagement.	2.2.4.a. Meet quarterly with the Superintendent's Student Advisory Council. 2.2.4.b. Support Launch Fayette, a business incubator (housed at the Center of Innovation), which will inspire students and entrepreneurs to learn and launch innovative ideas. 2.2.4.c. Expand student leadership development opportunities through the creation of an annual leadership summit for athletic and student organization leaders and the extension of the Student Leadership Academy to juniors. 2.2.4.d. Support implementation of <i>Leader in Me</i> programming by partially funding student subscriptions through the Fayette Foundation and Peach Dollars
		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.

Strategic Goal Area 3 -Professional Growth & Human Resources

Goal	Measures	Initiatives	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.	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. Identify paraprofessionals who are interested in becoming teachers, and provide resources about pathways to teaching. 3.1.1.e. Hire itinerant teachers in high-need areas (ECS, science, math) by prioritizing quality candidates, including student teachers and December graduates, for midyear and ongoing placements. 3.1.1.f. 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 alignment between content expertise and instructional needs.
		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. Provide financial literacy education to improve the financial wellness of employees. 3.1.2.c. Study retention supplements for additional hard to fill ECS positions: TRIAD, Mainstay, ACCESS II, and GOALS 3.1.2.d. Create financial literacy education for teachers with 15 or more years of teaching experience. 3.1.2.e. Create a systematic process for gathering input from new hires to inform the design and continuous improvement of support structures that promote effectiveness and long-term success
	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. 3.1.3.c. Provide quality training for substitutes related to effective classroom management, instructional strategies meeting the diverse needs of students, and professionalism.
3.2. Retain highly effective staff	95% of administrators evaluated by LKES will be rated as exemplary or proficient.	3.2.2. Increase leadership capacity among teachers and	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. 3.2.2.b. Establish clear succession planning procedures that include early identification of vacancies, proactive recruitment, and structured transition plans to support continuity of leadership and operations. 3.2.2.c. Create a structured leadership development and recruitment plan that equips aspiring administrators with mentoring, experiential learning, and professional growth opportunities to support advancement into school leadership roles.

	95% of teachers evaluated by TKES will be rated as exemplary or proficient.	administrators.	
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 the employment rate of new drivers.

Strategic Goal Area 4 - Organizational & Operational Effectiveness

Goal	Measures	Initiatives	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. Strengthen and refine PBIS practices through ongoing data analysis, staff collaboration, and targeted support to improve student behavior, engagement, and school climate. 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. 4.1.1.d. Provide training for administrators and front office staff in parent de-escalation techniques and communication strategies to promote positive, solution-focused interactions with families.
		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. 4.1.2.e. Implement a comprehensive chronic absenteeism plan using data-driven interventions, family partnerships, and student support systems to improve attendance and engagement.
	Reduce the incidents of fighting and physical aggression by 2% annually	4.1.3. Maintain	4.1.3.a. Ensure training, review reunification plans, establish reunification sites, and collaborate with local first

	Ensure that 100% of school emergency plans are updated and approved by local EMS annually.	comprehensive school emergency plans and improve school safety measures.	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. Conduct quarterly meetings with the School Safety Advisory Team to review school safety measures. 4.1.3.e. Provide annual training for principals and SROs regarding roles and responsibilities.
		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 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. Provide monthly data usage information to support teachers in minimizing the use of technology as an instructional tool. 4.2.1.b. Compile processes and procedures for improved deliverables (improve efficiency and secure handling of data). 4.2.1.c. Refine cybersecurity awareness training for all stakeholders and explore program options for training.
		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. Conduct a cross-departmental systems audit to identify redundancies, integration gaps, and user friction across existing software applications to streamline workflow. 4.2.2.c. Provide internal procedures and training on record management. 4.2.2.d. strengthen network security and infrastructure to meet emerging threats and leverage advancements in technology.
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. Form a cross-functional committee to evaluate the effectiveness of human resources, review personnel allotment guidelines, identify areas for improvement, and recommend adjustments. 4.3.1.d. Re-evaluate districtwide staffing requirements to ensure program sustainability, appropriate resource allocation, and consistent support for students across all schools.
		4.3.2. Maintain an annual operating budget with projected 10% or more budgetary	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.

		reserve	4.3.2.e. Develop a plan of action for revenue for changes in personal property revenue and local legislation, HB1582 4.3.2.f. Complete ESPLOST V timeline and work with feeder patterns to determine community needs.
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