

**Strategic Goal 1 - Student Engagement and Achievement**

Goal	Performance Measure(s)	Initiative(s)	Action Step(s)
<p><b>1.1. Increase student achievement and student growth.</b></p>	<p><i>CCRPI 4-Year Graduation Rate for all students <math>\geq</math> 90% each year</i></p> <p>At least 85% of our 3rd-8th and American Literature students will read on grade level or above as measured by EOG and EOC American Literature on Georgia Milestones Assessment System (GMAS)</p> <p>3rd-8th Math and Algebra I students will increase by 2% annually those scoring at Proficient and Distinguished Achievement Levels as measured by GMAS</p>	<p>1.1.1. Implement the Fayette County Instructional Framework to increase student engagement and achievement.</p>	<p>1.1.1.a. Continued implementation of the Fayette County Schools curriculum through the use of curriculum documents and instructional resources. Provide routine, ongoing, time-sensitive communication to teachers and instructional leaders re: scope and sequence of curriculum expectations.</p> <p>1.1.1.b. Collaborate across the district to develop and implement common assessments.</p> <p>1.1.1.c. Support instructional leaders (admin., CCP's/Dept. chairs, coaches, and teachers) with the use of data to drive instruction through professional learning and direct engagement with curriculum coordinators.</p> <p>1.1.1.d. Support teachers with the use of data to drive instruction through professional learning and direct engagement with instructional leaders.</p> <p>1.2.1.e. Monitor the accurate collection, analysis, and reporting of universal screening, progress monitoring, and assessment data to support data-based decision making.</p> <p>1.1.1.f. Continue to focus on Fayette County Instructional Framework with emphasis on intentional and purposeful openings/closings and independent student work sessions.</p> <p>1.1.1.g. School level Professional Learning Communities (PLC) serve a dual role of planning with the Fayette County Framework AND focus on data analysis and analyzing student work to drive instruction.</p> <p>1.1.1.h. Conduct content-area leadership team walk-throughs using data collection tools to analyze the implementation of effective instructional strategies; debrief sessions are held with school leaders.</p> <p>1.1.1.i. Ensure instructional practices include a preventative approach for students receiving tiered support as required in the MTSS (Multi-tiered System of Supports) through periodic monitoring by school and district leadership.</p> <p>1.1.1.j. Ensure specialized instruction uniquely tailored to the needs of students with disabilities is implemented with integrity.</p> <p>1.1.1.k. Facilitate professional learning to focus on inclusive practices and student engagement.</p>
	<p>Each subgroup of students enrolled in 3rd-8th and American Literature will increase the total number of students reading on grade</p>	<p>1.1.2. Use evidence-based practices when teaching foundational reading, writing, speaking, and listening skills.</p>	<p>1.1.2.a. Continue training teachers in LETRS professional learning to support implementation of foundational reading and writing skills aligned to the science of reading.</p> <p>1.1.2.b. Provide implementation support upon completion of LETRS coursework to ensure effective reading instruction.</p>

	<p>level by 2% annually as measured by GMAS.</p> <p>Each subgroup of students enrolled in 3rd-8th Math and Algebra I will increase by 2% annually those scoring at Proficient and Distinguished Achievement Levels as measured by GMAS.</p> <p>At least 65% of students with disabilities will be educated in the least restrictive environment for 80% or &gt; of the school day</p>	<p>1.1.3. Implement literacy instruction across disciplines to promote student achievement and engagement.</p>	<p>1.1.3.a. Embed 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 reading, writing, listening, and speaking skills are integrated in the content areas.</p>
		<p>1.1.4. Increase math achievement across all grade levels.</p>	<p>1.1.4.a. Develop a unified and consistent system of data collection for math assessments.</p> <p>1.1.4.b. Design professional learning that targets growth areas in the mathematics program.</p> <p>1.1.4.c. Support teachers in developing a vertical understanding of math standards and the learning progressions of math standards in non-accelerated courses in grades K-12.</p> <p>1.1.4.d. Support implementation of the revised math standards through the development of pacing documents, unit plans, and other curriculum resources that align with the new standards.</p> <p>1.1.4.e. Develop a professional development plan to ensure smooth transition to the new Mathematics Georgia Standards of Excellence (23-24 implementation year).</p>
		<p>1.1.5. Lead and facilitate effective, data-driven school improvement planning processes across all schools.</p>	<p>1.1.5.a. Monitor the school improvement plan through principal-led meetings which follow the Plan/Do/Check/Act process using common formative and common summative assessment data.</p> <p>1.1.5.b. Engage stakeholders in the development of the school improvement plan to ensure all staff understands their role in the school improvement plan.</p> <p>1.1.5.c. Use formative assessment data and common assessment data by grade level teams or content teams to make informed instructional decisions to ensure effective tier 1 differentiated instruction.</p> <p>1.1.5.d. Participate and/or lead school staff in professional learning to support effective use of assessment data to improve instruction.</p>

**Strategic Goal Area 2 - Stakeholder, Community & Family Engagement**

Goal	Performance Measure(s)	Initiative(s)	Action Step(s)
<p><b>2.1 Improve internal and external communication (i.e., community, family and schools)</b></p>	<p>Parent perception survey results will indicate an improvement in the area of <i>“The school effectively communicates with me.”</i></p>	<p>2.1.1. Engage stakeholders in periodic reviews of the strategic plan throughout the year</p>	<p>2.1.1.a. Provide strategic plan update at each Superintendent’s Parent meeting reminding attendees that updates are accessible at all times via eBoard.                  2.1.1.b. The strategic plan will be reviewed with internal and external stakeholders through cabinet meetings, administrative council meetings, and external stakeholder meetings to provide progress updates and gather feedback from stakeholders.                  2.1.1.c. School improvement plans should align with the strategic plan based on the school's areas of growth and also posted on individual school websites.</p>
		<p>2.1.2. Improve access to information on district and school websites and through social media.</p>	<p>2.1.2.a. The Public Relations office will send district generated graphics to webmasters when appropriate for school websites and social media sites.                  2.1.2.b. Public Relations will assist webmasters in setting up social media sites as needed.                  2.1.2.c. Public Relations will create a calendar of yearly education-related events as a source of content.                  2.1.2.d. Encourage schools to maintain and monitor social media site(s) at each school to ensure current content.                  2.1.2.e. Add video content to grow social media channels to substitute for decrease in local media outlets.                  2.1.2.f. Develop a project plan for revision of the district website which will include stakeholder feedback.</p>
		<p>2.1.3. Maintain and expand stakeholder communication.</p>	<p>2.1.3.a. Reference and provide visuals of “Portrait of a Graduate” at community meetings and administrative meetings.                  2.1.3.b. Establish and host periodic Business Advisory council meetings with Superintendent and key district leaders to provide an ongoing line of communication in the business community.                  2.1.3.c. Hold ongoing community and stakeholder forums (i.e., PTO meetings, booster club meetings, Chamber of Commerce meetings, Superintendent parent committee meetings, public BOE meetings, feeder pattern presentations, realtor tour, school council meetings, and Federal Programs Connections forums) to engage all families including private school families.                  2.1.3.d. Public Relations will generate weekly news releases for the media about projects, programs and achievements of the school system, individual schools, students, and staff.</p>

<p><b>2.2. Engage internal and external stakeholders</b></p> <p>Parent perception survey results will indicate an improvement in the area of <i>“The school makes me feel welcome”</i>.</p> <p>Increase the number of community mentors by 5% from the 21-22SY</p>		<p>2.2.1. Maintain and expand community partnerships.</p>	<p>2.2.1.a. Communicate internally in schools and externally in the community about needs and opportunities for businesses to volunteer/engage/support students and schools.</p> <p>2.2.1.b. Conduct Industry tours for CTE teachers and school district administrators.</p> <p>2.2.1.c. Meet quarterly with the Communication Committee (NAACP) to provide information on the school system (i.e. hiring practices, discipline in schools, etc.).</p> <p>2.2.1.d. Meet quarterly with Law Enforcement leaders to maintain open lines of communication and receive updates on community issues.</p> <p>2.2.1.e. Communicate internally in schools about needs and opportunities for businesses/partners to support educational programs.</p> <p>2.2.1.f. Communicate externally in the community about needs and opportunities for businesses/partners to support educational programs.</p> <p>2.2.1.g. Continue to build mutually beneficial partnerships through collaborative efforts with the StoryArts Collective at Trilith and the Community for Creativity.</p> <p>2.2.1.h. Establish an advisory group of key business and nonprofit leaders who meet quarterly with the Superintendent to share ideas for business/community partnerships, and to discuss concerns or other opportunities of common interest.</p> <p>2.2.1.i. 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.</p> <p>2.2.1.j. Utilize parents and staff to identify families in their neighborhoods who attend private school, home school, or are looking for a school as target audiences to invite to programs and activities.</p>
		<p>2.2.2. Provide post-secondary opportunities for all students.</p>	<p>2.2.2.a. Continue to build post-secondary planning capacity through a comprehensive counseling program through the use of the Individual Graduation Plan for students.</p> <p>2.2.2.b. Communicate with post-secondary institutions with the goal of increasing and improving Dual Enrollment opportunities for our high school students.</p>
		<p>2.2.3. Maintain and improve school system and school branding.</p>	<p>2.2.3.a. Maintain an online style guide explaining the logo, how it represents the brand, and rules of use.</p> <p>2.2.3.b. Support schools with branding of respective school logos and messaging.</p>
		<p>2.2.4. Expand parent and stakeholder engagement.</p>	<p>2.2.4.a. Invite community and parent stakeholders to provide input when selecting a school principal through surveys and stakeholder meetings.</p> <p>2.2.4.b. Include parents/stakeholder/community members to serve on district committees.</p> <p>2.2.4.c. Re-engage parent and community involvement into our schools through volunteerism and school community events.</p>

		<p>2.2.5. Improve student engagement.</p>	<p>2.2.5.a. Utilize students for creative endeavors aligned to the system's goals and the students' curriculum (i.e., Christmas card designs, student artwork posted at the BOE, graphic arts classes used for school advertising/special projects).</p> <p>2.2.5.b. Maintain Superintendent's Student Advisory Council.</p> <p>2.2.5.c. Design a youth leadership program focused on engaging and equipping students with leadership skills aligned with Portrait of a Graduate and Portrait of a Leader.</p>
		<p>2.2.6. Increase volunteerism among our schools.</p>	<p>2.2.6.a. Communicate internally in schools and externally in the community about volunteer needs and opportunities.</p> <p>2.2.6.b. Develop additional opportunities for volunteering (i.e., sharing industry expertise through video conference, interview expert on a topic, and guest speakers).</p> <p>2.2.6.c. Grow student mentoring program through expanded recruitment and retention of qualified adult mentors.</p>

**Strategic Goal Area 3 -Professional Growth & Human Resources**

Goal	Performance Measure(s)	Initiative(s)	Action Step(s)
<p><b>3.1. Hire and retain excellent certified staff</b></p>	<p>90% of certified staff retained system-wide each year</p>	<p>3.1.1. Improve recruitment and hiring.</p>	<p>3.1.1.a. Work with schools to recruit and hire certified employees who are reflective of the student ethnicity demographics.                      3.1.1.b. Provide Frontline Recruiting &amp; Hiring training for administrators and secretaries.                      3.1.1.c. Use advertising through social media to reach out to potential applicants.                      3.1.1.d. Use referral incentives for employees who refer new hires for targeted positions.                      3.1.1.e. Give partial credit for up to 15 years of out-of-district experience for classified new hires (currently up to 10 years).                      3.1.1.f. Start classified new hires in hard-to-fill positions higher on the salary scale.                      3.1.1.g. Expand hiring supplement for targeted critical needs Exceptional Children’s Services (ECS) positions.</p>
		<p>3.1.2. Improve staff retention.</p>	<p>3.1.2.a. Conduct and analyze school climate surveys to aid in school improvement, staff and family engagement, and staff retention.                      3.1.2.b. Provide attendance incentives for select groups of employees.                      3.1.2.c. Track retention of employees by location and system-wide and utilize results of retention data to make informed decisions.</p>
	<p>95% Substitute fill rate</p>	<p>3.1.3 Increase substitute fill rate.</p>	<p>3.1.3.a. Incentive for substitutes who work regularly in the school system.                      3.1.3.b. Work directly with schools identified as having low fill rates.                      3.1.3.c. Regularly evaluate substitute pay rates and adjust as necessary.</p>

<p><b>3.2. Retain highly effective staff</b></p>	<p>95% of administrators evaluated by LKES will be rated as exemplary or proficient</p> <p>95% of teachers evaluated by TKES will be rated as exemplary or proficient</p>	<p>3.2.1. Provide job aligned professional learning.</p>	<p>3.2.1.a. Leverage technology to assist in job aligned training.</p> <p>3.2.1.b. Schedule routine professional development opportunities.</p> <p>3.2.1.c. Provide opportunities at Griffin RESA, Conferences, etc. for job aligned professional development.</p> <p>3.2.1.d. Provide professional development to all staff and stakeholders on implementation of data governance best practices.</p>
		<p>3.2.2. Increase leadership capacity among teachers and administrators.</p>	<p>3.2.2.a Design and implement a program for identifying and developing teacher leaders.</p> <p>3.2.2.b Seek out candidates with administrative leadership potential and actively recruit viable candidates into the Leadership Development Pipeline.</p> <p>3.2.2.c Encourage effective succession by advertising and filling vacancies to allow time for successful transition.</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>3.2.2.e. Using Portrait of a Leader framework, develop district core leadership tenets to be addressed across all levels of leadership development.</p>
<p>3.3. Improve bus driver retention and recruitment processes in the transportation department.</p>	<p>Improve retention rate of bus drivers by 5%.</p>	<p>3.3.1. Expand bus driver recruitment and retention.</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. Consider hiring drivers for an AM or PM route as their schedules allow.</p> <p>3.3.1.c. Continue mentoring new bus drivers.</p> <p>3.3.1.d. Conduct exit interviews as employees leave the district to determine areas for improvement.</p> <p>3.3.1.e. Clarify field trip procedures to allow all drivers to participate based on student needs.</p>

**Strategic Goal Area 4 - Organizational & Operational Effectiveness**

Goal	Performance Measure(s)	Initiative(s)	Action Step(s)
<p><b>4.1. Ensure safe supportive learning environments</b></p>	<p><i>All schools &amp; programs will have a PBIS climate team and climate goal in SIP.</i></p>	<p>4.1.1. Improve school climates across the district.</p>	<p>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. All schools and programs will consistently enforce schoolwide and district behavior expectations as set forth by the code of conduct.                      4.1.1.c. All schools will have a school climate goal in their school improvement plan.</p>
	<p>Reduce the incidents of fighting and physical aggression by 2% annually</p>	<p>4.1.2 Use evidence-based practices to support student behavior and discipline</p>	<p>4.1.2.a. Provide professional learning in verbal de-escalation and conflict resolution techniques.                      4.1.2.b. Analyze leading indicators of student behaviors across elementary, middle, and high school levels to determine effective responses.                      4.1.2.c. Analyze school-based student data to determine professional learning and support.</p>
	<p>Ensure that 100% of school emergency plans are updated and approved by local EMA annually.</p>	<p>4.1.3 Promote effective practices to support wellness and connectedness of our students.</p>	<p>4.1.3.a. Increase social emotional wellness and connectedness awareness with all stakeholders by providing training in mental health awareness.                      4.1.3.b. Implement the engagement of Student Advocacy Specialists (3), who are trained in dialectical behavior therapy skills/strategies, to serve all schools across the district.</p>
		<p>4.1.4 Maintain comprehensive school emergency plans and improve school safety measures.</p>	<p>4.1.4.a Ensure training, review reunification plans, establish reunification sites and collaborate with local 1st responders and EMA.                      4.1.4.b. Monitor and provide support of the implementation of emergency drills and include debrief following emergencies.                      4.1.4.c. Develop a system-wide plan to improve school district crisis preparedness, response and recovery to promote the health and safety of employees, students and families.                      4.1.4.d. Develop a cross-functional action team to address safety plans and procedures.                      4.1.4.e. Conduct a safety audit for the school district.</p>



		4.1.5. Improve bus safety measures	<p>4.1.5.a Maintain consistent on-time arrival (10 minutes prior to start time) and departure.</p> <p>4.1.5.b. Provide positive behavior matrix expectations and training for drivers and monitors.</p> <p>4.1.5.c. Utilize the bus intervention program to address chronic and/or serious behavior infractions.</p>
<b>4.2. Increase efficient use of resources, processes, and management structures</b>	Survey data of internal stakeholders will indicate improvements in work flow between departments and software applications	4.2.1. Implement data governance best practices across the school system.	<p>4.2.1.a. Establish a district Data Governance Council which will meet quarterly.</p> <p>4.2.1.b. Compile processes and procedures for improved deliverables (improve efficiency and secure handling of data).</p> <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 (IMS) compliance, and training needs.</p>
		4.2.2. Improve efficiency across departments. finance, accounting, human resources, and technology software systems/applications.	<p>4.2.2.a.. Implement a time management system for appropriate and efficient recording of employee time data.</p> <p>4..2.2.b. Create a ClassLink dashboard for administrators to improve ease of access to all software systems and applications</p> <p>4.2.2.c. Improve integration and interoperability between software applications to reduce manual and duplicate input and other clerical work.</p> <p>4.2.2.d. Provide internal procedures and training on record management.</p> <p>4.2.2.e. Provide a robust, secure network for all users to access content, resources, and platforms.</p>