Goal	Performance Measure(s)	Initiative(s)	Action Step(s)
1.1. Increase student achievement and student growth.	CCRPI 4-Year Graduation Rate for all students > 90% each year At least 85% of our 3rd-8th and American Literature students will read on grade level or above as measured by ELA, EOG and EOC American Literature Georgia Milestones Assessment System (GMAS) based on grade level reading indicator.	1.1.1. Use effective instructional practices & Fayette County Instructional Framework in the delivery of instruction.	1.1.1.a. Continued implementation and use of 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. Continue to focus on Fayette County Instructional Framework with emphasis on intentional and purposeful openings/closings and engaging student work sessions. 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 differentiated instruction. 1.1.1.e. Conduct content area leadership team walk-throughs using data collection tools to analyze the implementation of effective instructional strategies; hold debrief sessions with school leaders. 1.1.1.f. Ensure specialized instruction uniquely tailored to the needs of students with disabilities is implemented. 1.1.1.g. Facilitate professional learning to focus on high expectations, inclusive practices, and engagement for all students.
	In 2024 3rd-8th math and Algebra: Concepts and Connections students will establish a baseline. Those scoring at Proficient and Distinguished Achievement Levels as measured by GMAS grade level indicator will increase annually Each subgroup of students enrolled in 3rd-8th ELA and	1.1.2. Use evidence-based practices when teaching foundational reading, writing, speaking, and listening skills.	1.1.2.a. Continue training new teachers in LETRS to support foundational reading and writing instruction aligned to the science of reading. 1.1.2.b. Provide implementation support upon completion of LETRS coursework to ensure effective reading instruction in grades K-3. 1.1.2.c. Develop an advisory group to define the literacy skills of a successful Kindergarten and first grade student. 1.1.2.d. Identify processes and assessment tools to implement the requirements of Dyslexia and Early Literacy Legislation.

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	American Literature will increase the total number of students reading on grade level annually as measured by GMAS. Each subgroup of students enrolled in 3rd-8th math and Algebra: Concepts and Connections will increase annually those scoring at Proficient and Distinguished Achievement Levels as measured by GMAS. At least 68% of students 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 promote student achievement and engagement.	1.1.3.a. Embed discipline-specific literacy strategies within units of study across all content areas. 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.
		1.1.4. Increase math achievement across all grade levels.	1.1.4.a. Maintain support and refine a consistent system of data collection for math assessments. 1.1.4.b. Design professional learning that targets growth areas in mathematics. 1.1.4.c. Support teachers in developing a vertical understanding of math standards and the progressions of math standards in non-accelerated courses in grades K-12. 1.1.4.d. Support the implementation of math standards through the refinement of pacing documents, unit plans, and other curriculum resources that align with the Georgia Math standards based on internal stakeholder feedback.
		1.1.5 Lead and facilitate effective, data-driven school improvement planning processes across all schools.	1.1.5.a. Monitor the school improvement plan through the Plan/Do/Check/Act process using common formative and common summative assessment data. 1.1.5.b. Develop principals' capacity to lead the development of school improvement planning processes. 1.1.5.c. Engage stakeholders in the development of the school improvement plan to ensure all staff understands their role in the school improvement plan. 1.1.5.d. Participate and/or lead school staff in professional learning to support effective use of assessment data to improve instruction. 1.1.5.e. Continue to develop and refine our balanced assessment system based on internal stakeholder feedback. 1.1.5.f. Provide professional development and support principals and assistant principals with the use of data and assessment platforms.
		1.1.6 Develop an internal accountability system to support student achievement across all schools.	1.1.6.a. Engage internal stakeholders in the development process, which includes academic and non-academic components. 1.1.6.b. Build capacity of principals to understand and redeliver the components of the system including regression data in context of free and reduced lunch percentages to internal stakeholders. 1.1.6.c. Develop non-academic component rubrics including: school improvement, stakeholder engagement, and school management and operations. 1.1.6.d. Increase participation in advanced/high school course work: 8th Grade Physical Science, and Algebra: Concepts & Connections, and AP courses.

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. Provide an annual strategic plan update at Superintendent's Parent Advisory Committee, listen to comments and give feedback. 2.1.1.b. Review the strategic plan with internal and external stakeholders through cabinet meetings, administrative council meetings, and board of education meetings to provide progress updates and gather feedback from stakeholders. 2.1.1.c. 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 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 representatives from Fayette County NAACP, to share school system and community information. 2.2.1.d. Meet quarterly with Law Enforcement leaders to maintain open lines of communication and receive updates on community issues. 2.2.1.e. Continue to build mutually beneficial partnerships through collaborative efforts with the StoryArts Collective at Trilith and the Community for Creativity. 2.2.1.f. 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.g. Encourage parents and staff to invite private school and home school families to programs and activities at our local schools.
		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 post-secondary institutions to increase Dual Enrollment opportunities for our high school students.
		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. Assemble internal and external stakeholders in feeder pattern forums to provide input on the development of the new vision and mission statements. 2.2.6.b. Establish an internal committee of employees representing diverse backgrounds and positions to begin the rewriting process. 2.2.6.c. Obtain BOE approval for a new vision and mission statements. 2.2.6.d. Educate employees about the new vision and mission statements. 2.2.6.e. 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.	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. Work with schools and curriculum leaders to recruit and hire teachers in high needs areas. 3.1.1.c. Use advertising through social media and internet ads to reach potential applicants. 3.1.1.d. Maintain competitive salaries based on similar districts and surrounding areas. 3.1.1.e. Efficiently track applicants and monitor the steps of new hire recommendations from interview to onboarding.
		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. 3.1.2.b. Work directly with schools identified as having low certified staff retention rates to include action steps in their school improvement plans. 3.1.2.c. Track retention of employees by location and utilize results of retention data to make informed decisions. 3.1.2.d. Provide competitive flexible benefits which provide value and are targeted to employee needs.
	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 their school improvement plans. 3.1.3.c. Provide quality professional development for substitutes related to effective classroom management, instructional strategies, and professionalism. 3.1.3.d. Review required qualifications for substitutes and make adjustments as needed to fit the needs of the school district and the available market of substitutes.

3.2. Retain highly effective staff	95% of administrators evaluated by LKES will be rated as exemplary or proficient. 95% of teachers evaluated by TKES will be rated as exemplary or proficient.	3.2.1. Provide job aligned professional learning.	3.2.1.a. Leverage technology to assist in job aligned training. 3.2.1.b. Schedule routine professional development opportunities which meet the needs of our faculty and staff. 3.2.1.c. Provide opportunities at Griffin RESA, conferences, etc. for job aligned professional development. 3.2.1.d. Provide professional development to all staff and stakeholders on implementation of data governance best practices. 3.2.1.e. Embed ongoing training related to the district's mission and vision.
		3.2.2. Increase leadership capacity among teachers and administrators.	3.2.2.a. Design and implement a program for identifying and developing teacher leaders. 3.2.2.b. Seek out 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. 3.2.2.e. Develop district core leadership tenets using Portrait of a Leader framework in all levels of leadership development.
3.3. Improve bus driver retention and recruitment processes in the trans-portation department	Maintain a bus driver retention rate of 85%.	3.3.1. Expand bus driver recruitment and retention.	3.3.1.a. Advertise through local entities, job search engines, social media and strategically placed banners and signs. 3.3.1.b. Continue to explore ways to incentivize drivers through pay and other driving opportunities (i.e., field trips). 3.3.1.c. Continue mentoring new bus drivers. 3.3.1.d. Conduct exit interviews as employees leave the district to determine areas for improvement. 3.3.1.e. Evaluate pay for bus driver training and make adjustments as needed based on needs of the school district and the available market of bus drivers.

Strategic Goal Area 4 - Organizational & Operational Effectiveness

Goal	Performance Measure(s)	Initiatives(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. Reduce the incidents of fighting and physical aggression by 2% annually Ensure that 100% of school emergency plans are updated and approved by local EMS annually.	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. Establish 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 data to determine professional learning and support. 4.1.2.c. Provide new student orientation sessions at all secondary schools.
		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.
		4.1.4. Improve bus safety measures	4.1.4.a. Maintain consistent on-time arrival (10 minutes prior to school start time) and departure. 4.1.4.b. Provide training to drivers and monitors on strategies to address student misbehavior. 4.1.4.c. Utilize the bus intervention program to address chronic and/or serious behavior infractions.

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4.2. Increase efficient use of resources, processes, and management structures	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	4.2.1.a. Establish a district data governance council which will meet quarterly. 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 (IMS) compliance, and training needs.
		4.2.2. Improve efficiency across departments, finance, accounting, human resources, and technology software systems/applications.	4.2.2.a. Create a ClassLink dashboard for administrators to improve ease of access to all software systems and applications. 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. Develop a personnel allotment point system	4.3.1.a. Modify Personnel Allocation Guidelines to tighten overall staffing parameters to reduce overall teaching and staff allotments. 4.3.1.b. Consider projected enrollment, FTE, and program participation in the allotment of faculty and staff. 4.3.1.c. Utilize cabinet and principals to provide feedback and consensus on appropriate staffing guidelines. 4.3.1.d. Develop staffing guardrails and required positions to protect programs and provide necessary consistency district wide.
		4.3.2. Develop 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.