

Strategic Goal Area 1 - Student Engagement and Achievement

Performance Objective(s)	Performance Measure(s)	Initiative(s)	Action Step(s)
1.1. Increase graduation rates for all subgroups.	Graduation rate for all subgroups	1.1.1. Fayette County Instructional Framework	1.1.1.a. Engage with school administrators and teachers to support understanding and implementation of the FC instructional framework. 1.1.1.b. Continue to support the use of digital learning tools for credit repair, credit recovery, and original credit.
		1.1.2. Literacy	1.1.2.a Support schools with the implementation of the FC ELA curriculum. 1.1.2.b. Support schools in improving literacy practices in all content areas.
		1.1.3. School Improvement processes	1.1.3.a. Support schools with the development of effective school improvement plans that are data-driven. 1.1.3.b. Explore and establish different models for continuous school improvement.
		1.1.4. Effective assessment, grading, and reporting practices	1.1.4.a. Support secondary school administrators in expanding their knowledge of effective grading and reporting practices.
		1.1.5. Effective support systems	1.1.5.a. Explore and implement tools to assist transfer students in gaining needed credits. 1.1.5.b. Develop and implement effective RTI procedures at the secondary level. 1.1.5.c. Continue to support high school registrars with development of master schedules that allow access to Tier 1 instruction for all learners.
1.2. Increase pathway completion	Pathway completion data by subgroup (including gender) for CTE, world languages,	1.2.1. Accurate reporting of pathway completion data	1.2.1.a. Include data on all pathways - CTE, world languages, fine arts, advanced academics.

	<p>fine arts, advanced academics.</p> <p>CCRPI Pathway Completion-Readiness (HS Level) The percent of graduates completing an advanced academic, CTE, fine arts, and world language pathway.</p>	<p>1.2.2. Vertical alignment of pathways in feeder patterns</p>	<p>1.2.2.a. Improve alignment of pathways between high school and feeder middle school.</p> <p>1.2.2.b. Use workforce/talent development data when considering CTE offerings.</p>
		<p>1.2.3. Effective support systems</p>	<p>1.2.3.a. Continue supporting counselors with consistent use of the academic planner tool at all high schools.</p> <p>1.2.3.b. Continue to support high school registrars with development of effective master schedules to allow access to appropriate and sequential pathway courses.</p> <p>1.2.3.c. Develop effective systems for program evaluation.</p>
<p>1.3. Increase equity and access for all.</p>	<p>AP Exams: Increase subgroup % scoring 3 or higher</p> <p>Dual enrollment data</p> <p>Discipline data by subgroup</p> <p>Least Restrictive Environment (LRE) data</p> <p>Pathway completion data by subgroup</p> <p>Grade promotion rate by subgroups</p> <p>FRS assessment data.</p>	<p>1.3.1. Fayette County Instructional Framework</p>	<p>1.3.1.a. Engage with school administrators and teachers to support understanding and implementation of the FC instructional framework.</p> <p>1.3.1.b. Continue to provide professional learning on high impact strategies and Universal Design for Learning.</p> <p>1.3.1.c. Ensure that students receive high quality Tier 1 instruction as well as high quality specialized instruction as needed.</p>
		<p>1.3.2. Literacy</p>	<p>1.3.2.a. Support schools with the implementation of the FC ELA curriculum.</p> <p>1.3.2.b. Support schools in improving literacy practices in all content areas.</p>
		<p>1.3.3. School Improvement processes</p>	<p>1.3.3.a. Support schools with the development of effective school improvement plans that are data driven.</p> <p>1.3.3.b. Explore and establish different models for continuous school improvement.</p>

		1.3.4. Effective assessment, grading, and reporting practices	<p>1.3.4.a. Support secondary school administrators in expanding their knowledge of effective grading and reporting practices.</p> <p>1.3.4.b. Continue supporting elementary administrators and teachers with development and implementation of standards-based reporting.</p> <p>1.3.4.c. Engage with teachers at all levels in the development of common assessments.</p> <p>1.3.4.d. Support teachers in using data from common assessments to improve instruction.</p>
		1.3.5. Effective support systems	<p>1.3.5.a. Implement RTI best practices as outlined by DOE recommendations.</p> <p>1.3.5.b. Support the use of an evidence-based intervention bank.</p> <p>1.3.5.c. Continue to support PBIS coaches and teams.</p> <p>1.3.5.d. Support schools in developing master schedules that allow access to Tier 1 instruction for all learners.</p> <p>1.3.5.e. Support PLCs and collaborative planning sessions at the school level.</p> <p>1.3.5.f. Provide collaborative planning opportunities for “singleton” courses and programs across the district.</p> <p>1.3.5.g. Develop effective professional learning to support implementation of district initiatives.</p> <p>1.3.5.h. Develop effective systems for program evaluation.</p>
1.4. Increase the use of culturally responsive pedagogy.	<p>Graduation rate for all subgroups.</p> <p>Milestones data for all subgroups</p>	1.4.1. Fayette County Instructional Framework	1.4.1.a. Within the FC instructional framework, include resources that reflect a variety of cultural perspectives.

		1.4.2. School improvement processes	1.4.2.a. Support schools with the development of effective school improvement plans that address the needs of culturally diverse students.
		1.4.3. Effective support systems	1.4.3.a. Develop effective professional learning to support implementation of culturally responsive pedagogy.
1.5. Increase student achievement and student growth.	Milestones data for all subjects, all grades, all subgroups; % proficient or higher Student growth data for all grades and all subject areas where growth is reported.	1.5.1. Fayette County Instructional Framework	1.5.1.a. Engage with school administrators and teachers to support understanding and implementation of the FC instructional framework. 1.5.1.b. Build teacher capacity for classroom applications of Universal Design for Learning. 1.5.1.c. Ensure that students receive high quality Tier 1 instruction as well as high quality specialized instruction as needed.
		1.5.2. Literacy	1.5.2.a. Support schools with the implementation of the FC ELA curriculum. 1.5.2.b. Support schools in improving literacy practices in all content areas..
		1.5.3. School Improvement processes	1.5.3.a. Support schools with the development of effective school improvement plans that are data driven. 1.5.3.b. Explore different models for continuous school improvement.
		1.5.4. Effective assessment, grading, and reporting practices	1.5.4.a. Engage with teachers at all levels in the development of common assessments. 1.5.4.b. Support teachers in using data from common assessments to improve instruction.

		1.5.5. Effective support systems	<p>1.5.5.a. Implement RTI best practices as outlined by DOE recommendations.</p> <p>1.5.5.b. Support the use of an evidence-based intervention bank.</p> <p>1.5.5.c. Support schools in developing master schedules that allow access to Tier 1 instruction for all learners.</p> <p>1.5.5.d. Develop effective professional learning to support implementation of district initiatives.</p> <p>1.5.5.e. Develop effective systems for program evaluation</p>
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Strategic Goal Area 2 -Digital Learning, Integration, and Infrastructure

Performance Objective(s)	Performance Measure(s)	Initiative(s)	Action Step(s)
2.1. Develop and implement procedures for appropriate planning, sustainability, and training of digital learning and related network initiatives for all stakeholders, through close collaboration with Digital Services and Curriculum and Instruction.	<p>Future Ready Framework readiness survey data</p> <p>Completion of implementation project checklist</p> <p>Statistical information on implementation and ROI of overall project costs (hardware/human capital/training needed)</p>	2.1.1 Future Ready Schools Initiative	2.1.1.a. Implement FRS framework based on ISTE technology standards and FCBOE priorities
		2.1.2 LMS training and support	<p>2.1.2.a. Provide a variety of professional learning opportunities to teachers, students, and staff.</p> <p>2.1.2.b. Support implementation of consistent expectations for the use of district adopted digital products (ie.LMS, SIS, content resources).</p>

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		2.1.3 School-based Technology & Learning Teams	2.1.3.a. Support schools Technology & Learning team development through the Future Ready Framework
		2.1.4 Best Practices for Digital Learning	2.1.4.a. Implement action plans based on Future Ready Framework assessments
2.2. Allocate adequate financial and material resources commensurate with district digital priorities.	Analytics from various resources (Security, usage, and financial data)	2.2.1 LMS Budget Allocation	2.2.1.a. Provide all stakeholders with LMS access, training, and support
		2.2.2 E-Rate Initiative	2.2.2.a. Work with E-Rate providers and consultant to ensure FCBOE is maximizing investment on technology initiatives
		2.2.3 Digital Implementations & Integrations	2.2.3.a. Planning for 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, IMS compliance, and training needs.
		2.2.4 Networking, security, and infrastructure initiatives	2.2.4.a Provide a robust, secure network for all users to access content, resources, and platforms.
		2.2.5 Sustainability of district initiatives	2.2.5.a Provide end users knowledge and education for continuation of maintenance and support (beyond grant/ESPLOST funding - sustainability)
2.3. Increase digital equity and access for all.	Resource analytics dashboards	2.3.1 Access to digital learning resources and tools	2.3.1.a Implement and maintain a portal for all users. 2.3.1.b Digital Services and Curriculum departments coordinate and collaborate on implementing research-based best practices and tools for all stakeholders

Strategic Goal Area 3 - Stakeholder, Community & Family Engagement

Performance Objective(s)	Performance Measure(s)	Initiative(s)	Action Step(s)
<p>3.1 Improve internal and external communication (i.e., community, family and schools)</p>	<p>Presentations at various meetings, meeting agendas, posting on website, and hits on social media.</p>	<p>3.1.1. Communication of Strategic Plan</p>	<p>3.1.1.a. Provide Strategic Plan update at each Superintendent’s Parent meeting reminding attendees that updates are accessible at all times via eBoard. 3.1.1.b. District plan posted for administrators to see and update quarterly as a team. 3.1.1.c. Superintendent will update and communicate the plan with the Chamber and other civic organizations. 3.1.1.d. School improvement plans posted on individual school websites.</p>
		<p>3.1.2. Websites and Social Media</p>	<p>3.1.2.a. Public Relations office will send district generated graphics to webmasters when appropriate for school websites and social media sites. 3.1.2.b. Public Relations will assist webmasters in setting up social media sites, if needed. 3.1.2.c. Public Relations will create calendar of yearly education-related events as a source of content. 3.1.2.d. Public Relations will encourage school leaders to develop a plan to maintain and keep social media sites relevant. 5 – 5 - 5 - Public Relations office and schools will have a plan to monitor their social media sites daily and respond to any legitimate concerns or correct inaccurate information when needed.</p>

<p>3.2 Implement Engagement Plan for District.</p>	<p>Volunteer tracker software.</p>	<p>3.2.1. Volunteers</p>	<p>3.2.1.a. Communicate internally in schools and externally in community about volunteer needs and opportunities. 3.2.1.b. Maintain a list of volunteer ideas for principals to access. 3.2.1.c. Offer monthly reminders at the Administrator’s meeting. 3.2.1.d. Develop opportunities for non-traditional means of volunteering (i.e., sharing industry expertise through video conference, interview expert on a topic, and guest speakers). 3.2.1.e. Pilot volunteer tracker software. 3.2.1.f. Recognize school volunteers during Public School Volunteer Week in April.</p>
		<p>3.2.2. Stakeholder Communication</p>	<p>3.2.2.a. Reference and provide visual of “Portrait of a Graduate” at community meetings and administrative meetings. 3.2.2.b. Train and equip speakers to share strategic plan. 3.2.2.c. Keep Superintendent on the agenda for ENCORE “Education” Day and provide a host of speakers (mentoring, CARE, transportation) to encourage retirees and others with free time to volunteer. 3.2.2.d. Incorporate a mechanism for feedback on communication issues in the learning management system.</p>
			<p>3.2.2.e. District Strategic Plan update added as an agenda item to all community meetings with the Superintendent. 3.2.2.f. Hold ongoing stakeholder forums i.e., PTO meetings, Booster meetings, Chamber meetings, Superintendent parent committee meetings, public BOE meetings, feeder pattern presentations, realtor tour, and Federal Programs Connections forums. 3.2.2.g. Public Relations will generate weekly news releases for the media about projects, programs and achievements of the school system, individual schools, students and staff. 3.2.2.h. Provide internal newsletter (“Cabinet News”) to inform employees. 3.2.2.i. Staff will attend PTO meetings to present information, both system wide and school-based, that is of concern to parents. 3.2.2.j. Staff will address employees at school faculty meetings and/or the Administrator’s meeting to inform about, update or clarify happenings within the school system.</p>

		3.2.3. School System Logo	<p>3.2.3.a. Educate employees about the symbolism of the logo and how it relates to the school system's brand.</p> <p>3.2.3.b. Make brief presentations to civic and community groups about the school system's brand and logo.</p> <p>3.2.3.c. Post an online style guide explaining the logo, how it represents the brand, and rules of use.</p> <p>3.2.3.d. Ensure the logo is posted on all school system items and materials (i.e., business cards, letterhead, computer screens, signage, name badges, vehicles).</p>
		3.2.4. Parent Engagement	3.2.4.a. Allow/invite parents to serve on interview committees.
		3.2.5. GA Parent Survey	3.2.5.a. Provide principals with a more standardized approach for communicating information about the Georgia Parent Survey (i.e., advertise two-weeks in advance of the survey, both at the system and school levels, through websites, social media channels, and newsletters; send a link to the survey once it goes live; and send an email thanking all of those who have responded, encouraging those who have not to do so a week before the deadline).
		3.2.6. Student Engagement	<p>3.2.6.a. Utilize students for creative endeavors aligned to 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>3.2.6.b. Maintain Superintendent's Student Advisory Council.</p>
		3.2.7. Stakeholder Engagement	<p>3.2.7.a. Review and purchase software to measure volunteerism in the school system/schools.</p> <p>3.2.7.b. Assess needs based on gaps.</p>

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<p>3.3. Engage external stakeholders</p>	<p>The number of career cluster internships in current and new business industry partners</p>	<p>3.3.1. Career Cluster Internships</p>	<p>3.3.1.a. Face-to-face conversations with business and industry. 3.3.1.b. Present Work-Based Learning updates and needs at advisory committee meetings. 3.3.1.c. Incorporate the use of an online tool that provides a connection between business/industry and WBL.</p>
	<p>The number of community (business/industry/volunteer) partnerships in PK-12</p>	<p>3.3.2. Community Partnerships</p>	<p>3.3.2.a. Communicate internally in schools and externally in community about needs and opportunities for businesses to volunteer/engage/support students and schools. 3.3.2.b. Pilot online volunteer tracking tool.</p>
	<p>The number of university and technical college partnerships</p>	<p>3.3.3. Post-secondary Engagement</p>	<p>3.3.3.a. Hold face-to-face conversations with postsecondary. 3.3.3.b. Communicate internally in schools about needs and opportunities for businesses/partners to support educational programs. 3.3.3.c. Communicate externally in community about needs and opportunities for businesses/partners to support educational programs.</p>

Strategic Goal Area 4 -Professional Growth and Human Resources

Performance Objective(s)	Performance Measure(s)	Initiative(s)	Action Step(s)
4.1. Hire and retain excellent certified staff	% of certified filled vacancies by June 1 (if vacant by 4/1/19)	4.1.1. Highly Effective Staff	4.1.1.a. Track demographic data of employees, including those hired in the past 5 years 4.1.1.b. Send recruiting teams to career fairs with diverse populations 4.1.1.c. Hire certified employees who meet the school system’s professional qualifications 4.1.1.d. When certified employees do not meet the GaPSC certification requirements, develop a plan to ensure that the employee meets certification requirements within a reasonable timeline
	# of recruitment activities annually	4.1.2. Recruitment and Hiring	4.1.2.a. Assign recruitment teams to events 4.1.2.b. Advertise critical need positions with appropriate colleges and local industry 4.1.2.c. Complete Intent surveys by Feb. 1st 4.1.2.d. Offer certified contracts no later than March 15 4.1.2.e. Limit internal transfers after May 1 4.1.2.f. Identify high-quality staff candidates from part-time employees, long-term subs, and student teachers for full-time positions. Issue letters of intent when appropriate 4.1.2.g. Identify potential “critical need” positions and advertise prior to February 1 4.1.2.h. Offer letters of intent prior to contract date, when appropriate, for potential vacancies in critical needs areas 4.1.2.i. Use pre-screening assessments to help predict the success of potential employees 4.1.2.j. Ensure hiring protocol is used with fidelity when filling vacancies

	<p>% of certified staff retained system-wide</p>	<p>4.1.3. Staff Retention</p>	<p>4.1.3.a. Implement low cost initiatives to recognize quality performance, with an emphasis on exceptional customer service 4.1.3.b. Conduct and analyze stay surveys and/or focus groups with current employees to aid in retention 4.1.3.c . Track retention of employees by location and system-wide</p>
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<p>4.2. Develop highly effective staff</p>	<p>% of certified staff members who attend evidence-based professional learning and development in 2019 (measured by principal attestation)</p>	<p>4.2.1. Professional Learning Development</p>	<p>4.2.1.a. Survey staff prior to and after professional development sessions 4.2.1.b. School improvement plans support professional development for their certificated staffed</p>
		<p>4.2.2. New Teacher Induction</p>	<p>4.2.2.a. New Teacher Induction Planning Team creates a 3-4 day program prior to the start of the year 4.2.2.b. All induction level teachers attend professional development sessions within their level cohort during their first and second year</p>
		<p>4.2.3. Teacher Mentors</p>	<p>4.2.3.a. Mentors offer ongoing support to their assigned new staff member</p>

		4.2.4. Specialized Professional Learning	<p>4.2.4.a. Leverage technology to assist in specialized training</p> <p>4.2.4.b. Schedule routine professional development opportunities</p> <p>4.2.4.c. Provide opportunities at Griffin RESA, Conferences, etc for specialized professional development</p>
4.3. Establish and maintain a culture which promotes system-wide succession	<p>Personnel Audit data</p> <p>Administrative Internship Data</p>	4.3.1 Personnel Audit	<p>4.3.1.a. Review position descriptions on a regular basis</p> <p>4.3.1.b. Edit and update personnel on the district's organizational chart yearly</p> <p>4.3.1.c. Identify employee retirement eligibility for 3-5 years</p> <p>4.3.1.d. Analyze potential impact of retirements in key positions</p> <p>4.3.1.e. Compare Fayette County to similar sized districts</p>
		4.3.2. Leadership Development	<p>4.3.2.a. Identify teacher leaders and aspiring administrators for ongoing leadership opportunities and leadership cohorts</p> <p>4.3.2.b. Train principals to identify and prepare potential leaders for administrative positions</p> <p>4.3.2.c. Provide administrative internship experiences to select certified teachers</p> <p>4.3.2.d. Provide leadership professional development through the school system, Griffin RESA, conferences, etc.</p>
4.4. Improve bus driver retention and recruitment processes in transportation department	<p># of bus drivers</p> <p>Driver retention data</p>	4.4.1. Bus Driver Recruitment and Retention	<p>4.4.1.a. Continue to advertise through local entities, job search engines, and strategically placed banners and signs.</p> <p>4.4.1.b. Recognize excellent performance as measured by Fayette's Finest criteria</p> <p>4.4.1.c. Continue mentoring new bus drivers</p>

Strategic Goal Area 5 - Organizational & Operational Effectiveness

Performance Objective(s)	Performance Measure(s)	Initiative(s)	Action Step(s)
5.1. Ensure safe supportive learning environments	District-wide implementation of PBIS and RTI best practices	5.1.1. Effective implementation of PBIS framework	5.1.1.a. Provide professional learning opportunities to sustain PBIS implementation: Tier I boosters, classroom training, Tier II and Tier 3 trainings, restorative practices 5.1.1.b. Provide district coaching and additional professional learning opportunities from professional organizations 5.1.1.c. Seek professional learning opportunities for restorative practices. 5.1.1.a. Provide professional learning opportunities to sustain PBIS implementation: Tier I boosters, classroom training, Tier II and Tier 3 trainings, restorative practices 5.1.1.b. Provide district coaching and additional professional learning opportunities from professional organizations 5.1.1.c. Seek professional learning opportunities for restorative practices
		5.1.2 Effective implementation of RTI best practices	5.1.2.a. Ensure that students receive high quality instruction as well as specialized instruction as needed. 5.1.2.b. Sustain effective implementation of RTI procedures through professional learning & support.
		5.1.3 Data Collection	5.1.3.a. Monthly and/or annual (district) student data review with stakeholders 5.1.3.b. Monitor the effectiveness of student support services (RTI, 504, ESOL, SWD) using digital evaluation tools.

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	Reduce the number of serious discipline incidents by 5% annually	5.1.4 Discipline	5.1.4.a. Determine top disciplinary infractions at each level and problem solve intervention strategies.
	Increase access to social emotional wellness content	5.1.5 Social Emotional Wellness	5.1.5.a. Increase social emotional wellness awareness with all stakeholders by providing trainings in: YMHFA, SOS, Trauma 101, and cultural proficiencies
	Improve the safety profile of schools using GEMA site survey data results (baseline SY2019)	5.1.6 School Safety Plans 5.1.7 School Safety Measures	5.1.6.a Ensure training, review reunification plans, establish reunification sites. 5.1.7.a analyze the effectiveness of cameras, access control, and facilities entrance points. 5.1.7.b Annual emergency planning training with school personnel. Increase the use on online training resources. 5.1.7.c Hold periodic and/or monthly school-based emergency drills 5.1.7.d Continued collaboration with community and law enforcement agencies (review of MOU as deemed) 5.1.7.e Professional learning opportunities on preventive safety measures: AED/CPR/1st aid/ Stop the Bleed, Student Threat Assessment, etc.
	Improve school bus safety by utilizing DOE approved training and curriculum.	5.1.8. Bus Safety Measures	5.1.8.a. Implement classroom and hands on safety curriculum at ES level Oct 1 5.1.8.b. Student Contest (middle) 5.1.8.c. Implement DOE Curriculum by Sept 1 & Feb 1 5.1.8.d. Hold bus evacuation trainings at all levels Sept 1 & Feb 1

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<p>5.2. Increase efficient use of resources, processes, and management structures</p>	<p>Utilize data from work order system and 5-year facilities plan to upgrade existing facilities.</p>	<p>5.2.1. Facilities Plan</p>	<p>5.2.1.a. Merge district administrative offices onto one campus. 5.2.1.b. Upgrade intercom, fire systems, electrical, etc. as outlined in the 5-year facilities plan.</p>
		<p>5.2.2. Resource Allocation</p>	<p>5.2.2.c. Evaluate numbers and frequency of work orders to replace and upgrade systems.</p>
	<p>Improve the accuracy and efficiency of reporting and recording hours worked for classified staff with a reduction in timekeeping effort by 5%</p>	<p>5.2.3. Time Management System</p>	<p>5.2.3.a. Investigate current software programs which integrate with Tyler Munis and start an evaluation process for selection of an appropriate solution. 5.2.3.b. Provide periodic training to timekeepers to ensure proper calculation of overtime/comp time.</p>
	<p>Reduce the number of personnel responsible for records management.</p>	<p>5.2.5 Record Management</p>	<p>5.2.5.a. Store all district-wide records to the designated records center. 5.2.5.b. Provide annual records and retention training to staff personnel. 5.2.5.c. Digitize records.</p>