



STUDENT SUCCESS CARING CULTURE PREMIER WORKFORCE RESOURCE STEWARDSHIP

Ignite

FCPS STRATEGIC PLAN 2015-20
(REFOCUSING DRAFT 2016-17)

MESSAGE FROM THE SUPERINTENDENT



Dear Fairfax Families, Employees, and Community,

The Fairfax County Public Schools (FCPS) community takes great pride in the quality of education that is provided to our students. Parents, community members, and employees all have high expectations in ensuring that our students receive the best possible education and are prepared to be successful 21st century citizens. Our growing and vibrant school system is now the 10th largest district in the United States.

I am proud to present to you **Ignite**, the FCPS Strategic Plan 2015-20, which was developed with input from more than 30,000 stakeholders over the past year and a half. Its four goals—**Student Success, Caring Culture, Premier Workforce, and Resource Stewardship**—are built upon the foundation of the FCPS Portrait of a Graduate, which outlines what our community believes is important for our graduates to know and be able to do when they leave FCPS.

I am very thankful for all of the time, energy and hard work devoted to the development of the plan. Many stakeholders provided thoughtful input and innovative ideas that will enable us to continue to be responsive to the growing needs of our community and to maintain our tradition of excellence. As with any dynamic organization, the strategic plan is an evolving document that is meant to establish and communicate priorities and resources, as well as harness the passion and energies of the FCPS organization.

Sincerely,

Karen K. Garza, Ph.D.

*"Man's mind stretched
to a new idea never
goes back to its
original dimensions."*

Oliver Wendell Holmes

FCPS STRATEGIC PLAN

SCHOOL BOARD

Ryan McElveen
Member At Large

Ilryong Moon
Member At Large

Ted Velkoff
Vice Chairman and Member At Large

Megan McLaughlin
Braddock District Representative

Jane Strauss
Dranesville District Representative

Pat Hynes
Hunter Mill District Representative

Tamara Derenak Kaufax
Chairman
and Lee District Representative

Sandy Evans
Mason District Representative

Dan Storck
Mount Vernon District Representative

Patty Reed
Providence District Representative

Elizabeth Schultz
Springfield District Representative

Kathy Smith
Sully District Representative

Harris LaTeef
Student Representative

TABLE OF CONTENTS

2 We Are Fairfax County Public Schools

3 FCPS Introduction

4 FCPS Strategic Planning Process

5 FCPS Data Information

6 FCPS Executive Summary

7 FCPS Strategic Plan

8 FCPS Vision and Mission Statement

9 FCPS Guiding Principles/Beliefs

10 Portrait of a Graduate

FCPS Strategic Plan:

13 Student Success

21 Caring Culture

27 Premier Workforce

33 Resource Stewardship

37 FCPS Closing the Achievement Gap Plan

38 FCPS Reporting and Monitoring

39 FCPS Strategic Plan Glossary

WE ARE FCPS

STUDENTS



186,842* Students

Largest school district in Virginia

10th largest in U.S.

92.9% Four-Year On-Time Graduation Rate***

43,284 AP/IB Exams Taken

237 2015 National Merit Semifinalists

77% of graduates attending post-secondary programs***

1669 SAT Average**

1446 African American SAT**

1754 Asian American SAT**

1483 Hispanic SAT**

1726 White SAT**

10.24% African American***

0.27% American Indian***

12.52% Asian American***

24.74% Hispanic***

5.19% Multiracial***

39.9% White***

**2016-17 Total projected enrollment*

***SAT Class of 2015*

****2014-15 Virginia Department of Education*

All information is reflective of FY 2017 Approved Budget unless otherwise indicated.

OPERATIONS



179 Schools and Centers

140 Elementary (preschool-6)

3 Middle (6-8)

20 Middle (7-8)

3 Secondary (7-12)

22 High (9-12)

2 Alternative High Schools

7 Special Education Centers

48 Alternative Programs and Learning Centers

1,610 Buses

141,700 Student riders each day

142,000 Meals served per day

BUDGET 2017



\$2.7B Operating Budget

Funding Sources:

71.6% FCPS Local Funds

22.8% State Funding

1.6% Federal Aid

4.0% FCPS Other

Expenditures by Category:

85.8% Instructional

5.8% Transportation

4.1% Facilities Management

4.4% General Support

\$14,432 Average cost per student

\$777.0 million: Capital Improvement Program: FY 2017-21

STAFF POSITIONS



23,938.3 Positions

93.3% School-Based

6.7% Nonschool-Based

Highlights

1,349.5 School Custodians and Trades

1,474.2 School Office Personnel, Tech Specialists, and Technicians

3,257.2 Instructional and Specialized Assistants, Safety and Security Specialists and Assistants, and Career Center Specialists

409.0 Psychologists, Social Workers, Instructional and Business Specialists, Functional Supervisors, and Certified Athletic Trainers

650.0 School Administration

15,206.4 Teacher Scale Positions

FAIRFAX COUNTY

Size: 407 square miles

Population: 1,137,538

Approximately one of every six residents is a public school student.

FCPS INTRODUCTION

BACKGROUND

Fairfax County Public Schools (FCPS) is a high-performing school division located in Virginia outside of Washington, D.C. FCPS serves approximately 187,000 students from diverse family backgrounds. Division schools have operated in eight clusters. However, the Division recently reconfigured their operation into five regions to increase efficiencies and improve operations.

Stakeholders are proud of the Division's reputation for excellence. FCPS graduates are successful in college and career endeavors. With a dedication to continuous improvement and educational excellence, FCPS leaders have developed a strategic plan for the Division, with students as the center of focus.

The Strategic Plan will provide a framework for decision-making that builds upon a common mission, vision, and guiding principles held by the community. A broad spectrum of data were utilized in the development of a Strategic Plan that reflects a shared consensus among stakeholders. The strategic planning process included extensive outreach with stakeholders invited to participate in both focus groups and surveys. Community member, parent, employee, and student input provided the basis for the plans' development. The Strategic Plan is the result of sound research and represents the shared values and priorities of the Division's stakeholders.

Contained in this report is an overview of the planning process, data sources, and a summary of findings. With a clear mission, vision, and guiding principles, the Strategic Plan describes the Division's priorities in the ongoing work to achieve continuous improvement.

FCPS STRATEGIC PLANNING PROCESS

In Phase I of the strategic planning process, data were collected through individual School Board and Superintendent interviews as well as through focus groups with community members, parents, teachers, administrators, and middle and high school students. In addition, surveys were made available to the community, parents, teachers, administrators, staff, and students. Once data were collected, ECRA

analyzed, synthesized, and triangulated the results to identify recurrent themes and trends, which are reflected in the research findings.

The model below is a visual representation of the strategic planning process. It identifies the level of engagement involved in the development of various components of the Strategic Plan.

PHASE I:

Conduct Research
(completed)

PHASE II:

Develop Strategic Plan
(completed)

PHASE III:

Develop Implementation Plan

Document the current state of reality and the desired future position of the Division.

- Conducted 14 individual School Board and superintendent interviews
- Conducted 37 focus groups with key stakeholder populations (engaged 851 stakeholders)
- Reviewed mission, vision, and guiding principles of the Division
- Reviewed archival data and reports provided by the Division
- Administered surveys of key stakeholder populations (1,673 students, 8,290 parents, 7,315 employees, and 11,172 community members participated)
- Performed rigorous analysis of student achievement data

Create a framework for broad direction and priorities for the future in a formal Strategic Plan document.

- Documented mission, vision, guiding principles, and the future direction desired by stakeholders
- Facilitated School Board work session to review the mission, vision, guiding principles, and strategic goals.
- Developed the Strategic Plan document to serve as a broad outline to guide the future direction of the division. The Strategic Plan contains:
 - Mission, Vision, and Guiding Principles
 - Research Findings
 - Goals
 - Overarching Strategies
 - Desired Outcomes
 - Actions
 - Metrics

Develop and document specific steps that will be taken in order to accomplish the goals identified in the Strategic Plan.

- Facilitate School Board and administrator planning meetings
- Develop the Strategic Implementation Plan which contains the following:
 - Overarching Strategies
 - Desired Outcomes
 - Actions
 - Tasks
 - Metrics
 - Person Responsible

FCPS DATA INFORMATION

The following tables highlight the data sources ECRA used to develop the components of the Fairfax County Public Schools Strategic Plan.

Archival Data

Aligning our Practices with Key Drivers for Student Success PowerPoint	March 2014
Entry Plan for Superintendent Karen Garza	August 2013
Fairfax County School Board Strategic Governance Manual	November 2013
Fairfax County Public Schools Portrait of a Graduate	February 2014
Fairfax County Public Schools Professional Learning Community Survey Results	March 2014
Fairfax County Youth Survey School Year 2012-2013	September 2013
FY 2014 Approved Budget	July 2013
FY 2015 Proposed Budget	January 2013
HYA Executive Search Leadership Profile Report	January 2013
Passages: Benchmarking our Students' Achievement	June 2013
School Efficiency Review of Fairfax County Public Schools	September 2013
Senior Level Leadership Study	May 2014
Socio-Economic Tipping Point Study of Elementary Schools	June 2014
Strategic Governance Manual Monitoring Reports	April 2013–April 2014

Interview and Focus Groups*

STAKEHOLDER GROUP	DATES COMPLETED
School Board and Superintendent Interviews	March 2014
Student Focus Groups	April 2014
Parent Focus Groups	April 2014
Employee Focus Groups	April 2014, March 2015
Community Focus Groups	April 2014

*865 individuals participated in interviews or focus groups

Stakeholder Surveys**

STAKEHOLDER GROUP	DATES COMPLETED
Student Survey	May 2014
Parent Survey	May 2014
Employee Survey	May 2014, March 2015, June 2015
Community Survey	May 2014

**28,450 stakeholders participated in the survey

Retreats

School Board Retreat	July 2014
Leadership Team Retreat	July 2014
Leadership Team Retreat	November 2014
School Board Retreat	February 2015
School Board Retreat	April 2015
Leadership Team Retreat	April 2015
Leadership Team Retreat	May 2015

Work Sessions

Work Session # 19	September 2014
Work Session # 24	October 2014
Work Session # 47	November 2014
Work Session # 64	January 2015
Work Session # 109	May 2015
Work Session # 126	June 2015

FCPS EXECUTIVE SUMMARY

The four goals have been defined by the Fairfax County School Board to address the seventeen key findings identified by Fairfax County stakeholders:

21st Century Learning

- FCPS is recognized nationally for academic excellence.
- Achievement gaps exist among student populations.
- Student growth is consistent at the cluster-level.
- Stakeholders agree FCPS delivers a high-quality education
- Programming, curriculum, and instruction quality are highly related to the overall quality of education.
- There is a lack of system alignment and consistent implementation of programs and initiatives.
- Changes in student populations and enrollment pose challenges for FCPS.
- The development of real world skill is valued.
- Stakeholders value educating and assessing the “whole child.”
- Additional technology support is necessary to make full use of current infrastructure.

Organizational Climate and Culture

- There is room for improvement in the student learning environment.
- High quality educators are a cornerstone of the division’s strengths.
- Employees are overwhelmed by the number of division initiatives.
- Stakeholders are concerned about teacher retention and quality.
- Communication is a division priority.

Finance and Operations

- FCPS’s financial state merits continued attention.
- Additional resources for capital improvements are necessary.

Stakeholders are proud of Fairfax County Public Schools students’ academic success. At the same time, stakeholders have aspirational goals that include a more holistic approach to education that addresses students’ social and emotional needs,

incorporates the development of real world skills, and integrates a balanced assessment system. Employees and students want to delve deeply into coursework to optimize learning opportunities so every child graduates college and career ready.

STUDENT SUCCESS

Fairfax County Public Schools provides a nationally acclaimed education for students. Stakeholders recognize the Division’s academic excellence, with 83 percent of stakeholders agreeing FCPS provides a high-quality education.

Increases in disadvantaged and English for Speakers of Other Languages (ESOL) student populations have created greater demands on the resources of the Division. Stakeholders want greater consistency in programming and implementation across schools and clusters to provide all students with equal opportunities. Inequitable access to resources, such as technology, and the need to focus on eliminating the achievement gap are also frequently cited as areas for attention.

Stakeholders value educating the “whole child,” including the support of activities that build physical, mental, and social wellness. A balanced assessment framework is viewed as a way to decrease instructional emphasis on test preparation and increase instructional time available to prepare students socially, emotionally, and academically for success. The adoption of a *Portrait of a Graduate*, which identifies five characteristics necessary for students to be prepared for their futures, is aligned with stakeholders’ desire for the division to teach real-world skills and prepare students for both college and career success. It is the expectation that all students will graduate as excellent communicators; collaborators; creative, critical thinkers; global citizens; and goal-oriented, resilient learners.

CARING CULTURE

The school environment and level of academic challenge have the greatest impact on student happiness with their school, as indicated by survey results. Students describe the school

environment as competitive, leading to many students feeling overwhelmed and stressed. Teachers and students report the need for consistent implementation of disciplinary policy. Only 36 percent of students agree the social and emotional needs of FCPS students are being addressed, and 53 percent of students rate addressing mental health as a top priority.

PREMIER WORKFORCE

Employees believe FCPS is a great place to work and recognize the Division’s efforts to provide adequate resources and professional development to support teaching and learning. Professional Learning Communities enhance teachers’ ability to collaborate and provide high-quality instruction. Teachers and principals describe the need for greater focus and better planning, follow through, and communication regarding initiatives. Only 45 percent of employees agree FCPS follows through with initiatives, and 43 percent agree FCPS effectively communicates plans for implementing initiatives. Forty-nine percent of stakeholders agree there is transparent communication from FCPS.

When asked to rank areas for priority, all stakeholder groups identify hiring and retaining quality teachers as their highest priority. Stakeholders are concerned about the increase in teacher turnover in recent years, as noted across focus groups and open-ended survey responses. Retention of quality educators is essential to build capacity that will benefit the Division’s students and schools.

RESOURCE STEWARDSHIP

Stakeholders are concerned about budget reductions that have led to the elimination of educational programming and employee positions. Several schools are in need of renovations or additions to meet enrollment and instructional needs. FCPS leaders have made efforts to shield classroom instruction and school-based expenditures when budgeting in an attempt to lessen the impact of any budgetary cuts.

FCPS STRATEGIC PLAN



Ignite

verb \ig-nīt\ : to set in motion

In Fairfax County Public Schools our whole business is about making a difference—in the lives of our Fairfax Families, Employees, and the Community we serve. In essence we want to create value for all involved. This strategic plan was created to Ignite the hearts and minds of the community to ensure that our students receive the best possible education, preparing them for their best possible futures.

Ignite, our Strategic Plan, and four goals define the role of all FCPS staff members in living the commitment to our staff, students and community.

The Four Goals are:

Student Success

We commit to reach, challenge, and prepare every student for success in school and life.

Caring Culture

We commit to foster a responsive, caring, and inclusive culture where all feel valued, supported, and hopeful.

Premier Workforce

We commit to invest in our employees, encourage innovation, and celebrate success.

Resource Stewardship

We commit to champion the needs of our school communities and be responsible stewards of the public's investment.

FCPS VISION AND MISSION STATEMENT



Vision

The Division's vision statement should articulate stakeholders' common vision for what FCPS hopes to become. The following statement serves as the current vision for FCPS.

Looking to the Future

FCPS prepares all students for the world of the future by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy and motivated to pursue learning throughout their lifetimes.

Commitment to Opportunity

FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students.

Community Support

Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

Achievement

Fairfax County students achieve at high levels in all core areas and across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, technology, communication, and critical thinking skills in preparation for the work of the world. FCPS provides a breadth and depth of opportunities to allow all students to stretch their capabilities and pursue their passions.

Accountability

FCPS is accountable for the academic achievement of all students. FCPS measures academic progress, to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

Mission Statement

Fairfax County Public Schools inspires and empowers students to meet high academic standards; lead healthy, ethical lives; and be responsible and innovative global citizens.

FCPS GUIDING PRINCIPLES/BELIEFS



Based on the research and findings in Phase 1 of the strategic planning process, the School Board updated the guiding principles as a collective set of main beliefs and values used to guide the District's planning and decision-making.

We believe:

Each student is entitled to an excellent education that meets his or her individual needs.

Dynamic and supportive partnerships among students, parents, educators, and the community are critical to meet student needs and provide enriching experiences.

Effective educators are essential to student success.

Families play a fundamental role in their children's education.

High expectations inspire high performance.

Everyone thrives in a vibrant, healthy, safe, enriching, and respectful environment.

Our diversity is a strength that creates resilient, open, and innovative global citizens.

Quality early childhood education is crucial to school readiness and future success.

Literacy is an essential life skill.

A well-rounded education enables students to lead productive, fulfilling, creative, and culturally rich lives.

An educated citizenry enhances everyone's quality of life, improves our economy, and sustains our system of self-governance.

A successful education system develops students who are effective communicators; collaborators; creative, critical thinkers; global citizens; and goal-directed, resilient learners.

PORTRAIT OF A GRADUATE



**Portrait of a Graduate encompasses all that we want our students to be
and is the center of the Strategic Plan.**

The FCPS graduate will engage in the lifelong pursuit of
academic knowledge and interdisciplinary learning by being a:



COMMUNICATOR

Applies effective reading skills to acquire knowledge and broaden perspectives

Employs active listening strategies to advance understanding

Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners

Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts

Uses technological skills and contemporary digital tools to explore and exchange ideas



COLLABORATOR

Respects divergent thinking to engage others in thoughtful discussion

Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals

Analyzes and constructs arguments and positions to ensure examination of a full range of viewpoints

Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks



ETHICAL AND GLOBAL CITIZEN

Acknowledges and understands diverse perspectives and cultures when considering local, national, and world issues

Contributes to solutions that benefit the broader community

Communicates effectively in multiple languages to make meaningful connections

Promotes environmental stewardship

Understands the foundations of our country and values our rights, privileges and responsibilities

Demonstrates empathy, compassion, and respect for others

Acts responsibly and ethically to build trust and lead



CREATIVE AND CRITICAL THINKER

Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes

Uses information in novel and creative ways to strengthen comprehension and deepen awareness

Demonstrates divergent and ingenious thought to enhance the design/build process

Expresses thought, ideas, and emotions meaningfully through the arts

Evaluates ideas and information sources for validity, relevance, and impact

Reasons through and weighs evidence to reach conclusions



GOAL-DIRECTED AND RESILIENT INDIVIDUAL

Engages in healthy and positive practices and relationships to promote overall physical and mental well-being

Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals

Uses time and financial resources wisely to set goals, complete tasks, and manage projects

Shows strong understanding and belief of self to engage in reflection for individual improvement and advocacy



The **four goals of Ignite**, Fairfax County Public Schools' strategic plan, define the role of all staff in living the commitment to our students and community.

STUDENT SUCCESS **CARING CULTURE** **PREMIER WORKFORCE** **RESOURCE STEWARDSHIP**

These goals along with our process of overarching strategies, desired outcomes, actions and metrics provide a framework for our strategic plan and embody our mission, vision, and guiding principles.

OVERARCHING STRATEGIES

articulate varied aspects of the goals. These strategies are the drivers that will guide the work of FCPS staff.



ACTIONS are the work FCPS staff members will do to reach our outcomes. These are the building blocks that underpin our outcomes.



ESTIMATED COSTS are intended to create a baseline for planning purposes as actions move through the implementation process



OVERARCHING STRATEGY

01

DESIRED OUTCOME

02

ACTIONS

03

METRICS

04

ESTIMATED COSTS

05



DESIRED OUTCOMES

are the tangible end products that FCPS will deliver when an overarching strategy is realized. They will highlight the work of FCPS staff.



METRICS are what FCPS will use to measure our progress. They are indicators of the success for each goal.

STUDENT SUCCESS



*"It is the supreme art of
the teacher to awaken
joy in creative expression
and knowledge."*

Albert Einstein



FCPS STRATEGIC PLAN GOAL 1 **STUDENT SUCCESS**

We commit to reach, challenge, and prepare every student for success in school and life.

OVERARCHING STRATEGY 1

Enhance instructional practices to ensure that all students receive an education in a dynamic environment designed to foster life-long learning and support them in achieving their full potential

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18	2017-18	EST. \$
The curriculum will reflect Portrait of a Graduate outcomes in all content areas, where students are appropriately challenged	Develop and embed the following:					
	New standards for writing instruction, including opportunities for writing across the curriculum pre K–12	○	●	●		\$
	A revised curriculum for reading/literacy instruction at the elementary level, including strategies for meeting the needs of students with dyslexia	○	●	●		\$
	Implement the recommendations of the mathematics study, including programs and practices to increase equitable access for all students to rigorous math courses and opportunities	○	●	●		R
	Supplemental reading courses at middle and high schools for emerging readers	●				R
	Inquiry and problem/project based learning opportunities to be embedded in curriculum pre K–12	○	●	●	●	\$
	Capstone-type projects at the conclusion of 3rd, 5th, and 8th grades and during the 10th or 11th grade year		●	●	●	\$
Achievement gaps will be eliminated	Implement the strategies and resources of the Closing Student Achievement Gaps plan in all schools (see page 37)	●	●	●	●	\$
	Evaluate current practices and programming for ELL students to ensure that the changing needs of our ELL students are being met with unique, quality programming and services	●	●	●	●	\$
	Expand Responsive Instruction across all schools as recommended in the State Efficiency Review	○	●	●		\$
Teachers, students and parents will have access to contemporary and effective technology resources	Create systemic strategies and standards for technology use by teachers and students to improve student engagement and learning	○	●	●		R
	Achieve goal of one electronic device per student	○	●	●	●	\$
	Develop systems for electronic portfolios to measure student progress over time		○	●	●	\$
	Provide an integrated learning management system that allows for ease of access to key resources and tools for students, employees and parents	○	●	●	●	\$
All students will demonstrate digital citizenship skills	Review current digital citizenship curriculum models and resources to teach students the importance of responsible technology, social media usage, and develop new curriculum, if necessary	●	●			R
	Offer staff/parent training on digital citizenship	●	●			R
Centralized support will be available for schools and school staff based on student achievement needs	Develop a structured school improvement model to support consistency and quality of instruction	●				\$
	Develop a tiered system of centralized school support that provides differentiated levels of resources based on need	●				\$

○ = Plan ● = Develop ● = Implement

R=Repurposed funds; \$=Up to \$3 Million; \$\$=\$3-\$8 Million;

\$\$\$=\$8-\$15 Million; \$\$\$\$=\$15-\$30 Million; \$\$\$\$\$=More than \$30 Million

FCPS STRATEGIC PLAN GOAL 1 **STUDENT SUCCESS**

We commit to reach, challenge, and prepare every student for success in school and life.

(Continued)

MEASURES AND METRICS

Enhance instructional practices to ensure that all students receive an education in a dynamic environment designed to foster life-long learning and support them in achieving their full potential

Monitoring Metrics for the School Board

- Percentage overall and by subgroups (disaggregated by socioeconomic category) of students demonstrating grade level reading proficiency by the end of 3rd grade
- Percentage of English Language Learners who demonstrate competency, progress, and proficiency on WIDA ACCESS and VDOE growth measures
- Percentage overall and by subgroups of students meeting college and workforce-readiness benchmarks on industry credential tests
- Percentage overall and by subgroups of students successfully completing Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment and honors courses, as well as percentage of students taking AP exams and their grades
- Program evaluations of specified programs
- Percentage overall and by subgroups of students successfully completing Algebra 1 by 8th grade
- Graduation rates will consistently stay at or above 95% each year
- Reduction in achievement gaps
- Student performance-based measure

FCPS STRATEGIC PLAN GOAL 1 **STUDENT SUCCESS**

We commit to reach, challenge, and prepare every student for success in school and life.

OVERARCHING STRATEGY 2

All students will achieve their full potential through the use of assessment and data systems for decision making that support student attainment of the outcomes defined by the Portrait of a Graduate

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18	2018-19	EST. \$
A fully-developed balanced assessment system will reflect Portrait of a Graduate outcomes in all content areas	Develop and embed a balanced assessment program that assesses both foundational skills and critical thinking/ problem solving	○	●	●		\$
Data tools will be available to schools, school teams, and individual teachers to diagnose and monitor individual student progress	Create and implement tools and professional development to monitor achievement data, provide systemic support for students with identified learning needs, and maximize student potential	○	●	●		\$
	Include the use of computer applications to diagnose student needs and monitor progress	●	●	●		\$
Grading will be an accurate reflection of learning	Develop and embed:					
	Professional development for teachers regarding the purpose and appropriate amount of homework	●	●	●		R
	Consistent grading regulation where grades are an accurate reflection of learning	●	●			R

○ = Plan ● = Develop ● = Implement

R=Repurposed funds; \$=Up to \$3 Million; \$\$=\$3-\$8 Million;

\$\$\$=\$8-\$15 Million; \$\$\$\$=\$15-\$30 Million; \$\$\$\$\$=More than \$30 Million

MEASURES AND METRICS

All students will achieve their full potential through the use of assessment and data systems for decision making that support student attainment of the outcomes defined by the Portrait of a Graduate

Monitoring Metrics for the School Board

- Program evaluations—issues and trends

FCPS STRATEGIC PLAN GOAL 1 **STUDENT SUCCESS**

We commit to reach, challenge, and prepare every student for success in school and life.

OVERARCHING STRATEGY 3

Provide quality Early Childhood experiences aligned with Portrait of a Graduate outcomes that are designed to prepare students to successfully enter Kindergarten

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18	2018-19	EST. \$
All qualifying publicly funded future FCPS students will have access to high quality early education programs	Collaborate with Fairfax County Government to develop a comprehensive plan to provide access/availability of early childhood/pre-K services for all children		○	●	●	\$
	Offer a continuum of services and supports to meet students where they are, both developmentally and academically	○	○	●	●	\$ \$
	Design family engagement strategies with support from community and cultural organizations		●	●	●	\$
All agencies will coordinate their efforts to provide similar early childhood experiences	Form community partnerships for early childhood programs and wrap-around services		○	●	●	\$
	Develop an FCPS readiness plan for literacy, numeracy, and social skills for early childhood providers	○	●	●		

○ = Plan ● = Develop ● = Implement

R=Repurposed funds; \$=Up to \$3 Million; \$\$=\$3-\$8 Million;

\$\$\$=\$8-\$15 Million; \$\$\$\$=\$15-\$30 Million; \$\$\$\$\$=More than \$30 Million

MEASURES AND METRICS

Provide quality Early Childhood experiences aligned with Portrait of a Graduate outcomes and designed to prepare students to successfully enter Kindergarten

Monitoring Metrics for the School Board

- A comprehensive report on kindergarten students who received pre-school service
- Available pre-K opportunities and number of students participating in pre-K programming
- Longitudinal data for pre-K students through 6th grade

FCPS STRATEGIC PLAN GOAL 1 **STUDENT SUCCESS**

We commit to reach, challenge, and prepare every student for success in school and life.

OVERARCHING STRATEGY 4

Provide students with relevant opportunities to explore options and prepare for College and Career

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18	2018-19	EST. \$
A portfolio of school options will provide multiple pathways to a high school diploma	Study graduation requirements and prepare recommendations for changes to local requirements. Advocate for a new design for state graduation pathways to a high school diploma while also preserving access to electives, including arts and languages	○	●	●		\$
	Create a plan to offer multiple pathways to a high school diploma, including small, tailored schools, career and technology academies, fine arts schools, and unique educational programming	○	●	●	●	\$\$\$
	Increase work-based learning/internship and industry credentialing opportunities for students, through community and business partnerships and expanded programming	○	●	●		\$
	Increase communication and marketing of existing graduation pathways	○	● ●			R
Students will be fluent in two or more languages	Expand language programs, to include immersion and Language through Content	●	●	●		\$\$
	Expand language labs at secondary schools	○	○	●		\$

○ = Plan ● = Develop ● = Implement

R=Repurposed funds; \$=Up to \$3 Million; \$\$=\$3-\$8 Million;

\$\$\$=\$8-\$15 Million; \$\$\$\$=\$15-\$30 Million; \$\$\$\$\$=More than \$30 Million

MEASURES AND METRICS

Provide students with the relevant opportunities to explore options and prepare for College and Career

Monitoring Metrics for the School Board

- Percentage of seniors prepared for post-high school as measured by senior exit survey and post-high survey
- Degree of performance above state and national averages on SAT, ACT, and PISA
- Number of industry (CTE) credentials received per number of students in correlating courses overall and by subgroup
- National Student Clearinghouse data
- Number of internship CTE and CTS students participate in each year



"Everyone here has the sense that right now is one of those moments when we are influencing the future."

Steve Jobs

CARING CULTURE



*"Educating the mind
without educating
the heart is
no education at all."*

Aristotle



FCPS STRATEGIC PLAN GOAL 2 **CARING CULTURE**

We commit to foster a responsive, caring, and inclusive culture where all feel valued, supported, and hopeful.

OVERARCHING STRATEGY 5

Establish a school and division culture that is highly responsive to stakeholders and creates a model environment in which to learn and work

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18	2018-19	EST. \$
FCPS will utilize a consistent approach to customer service	Develop and embed the following:					
	Customer service standards and strategies designed to enhance the overall student, staff, parent, and community experience when interacting with FCPS staff		●	●		\$
	Training programs for all staff on how to deliver excellent customer service		●	●		\$
FCPS will demonstrate cultural competency and sensitivity when supporting families, students, and employees	Require employee training on cultural proficiency, fairness, and equity	●	●	●		\$
	Expand Restorative Justice programs to all schools	○	●	●		R
	Develop and embed parent liaison support targeted to meet the needs of individual school communities	○ ●	●	●		\$
	Help students and families adjust to life in our school system	○	●	●	●	\$\$
FCPS will recognize and celebrate employee success	Expand opportunities to encourage and recognize innovative processes and practices in all aspects of the FCPS organization	●				\$
	Continue to implement FCPS Cares to provide recognition for employees who provide outstanding service	●				\$
	Expand opportunities to encourage and celebrate employees who demonstrate an understanding of and exceed expectations in the execution/implementation of the district's strategic goals, beliefs, and guiding principles		●			\$
	Implement strategies for sharing and communicating stories internally and externally that celebrate the successes of our employees, and demonstrates how their work supports the district's strategic efforts		●	●		R

○ = Plan ● = Develop ● = Implement

R=Repurposed funds; \$=Up to \$3 Million; \$\$=\$3-\$8 Million;

\$\$\$=\$8-\$15 Million; \$\$\$\$=\$15-\$30 Million; \$\$\$\$\$=More than \$30 Million

MEASURES AND METRICS

Establish a school and division culture that is highly responsive to stakeholders and creates a model environment in which to learn and work

Monitoring Metrics for the School Board

- Perception of school climate by students, staff and, parents through the use of a suite of surveys
- Impact of System of Support Advisor (SOSA) intervention data
- Levels of student discipline incidents
- Levels of customer service

FCPS STRATEGIC PLAN GOAL 2 **CARING CULTURE**

We commit to foster a responsive, caring, and inclusive culture where all feel valued, supported, and hopeful.

OVERARCHING STRATEGY 6

Foster active and positive communication and engagement among students, staff, families, and the community in order to ensure that all stakeholders are engaged and well-informed partners

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18	2018-19	EST. \$
Communication tools, processes, and content will enable access to key information anytime, anywhere, on any device	Implement a modern content management system to enhance central and school websites, with a focus on mobile users, second language users, and improved search capabilities	○	●	●	●	\$
	Evaluate and implement improved tools and processes for routine "Keep in Touch" messaging	●	●			R
	Evaluate and implement improved constituent and customer communications tools for FCPS staff and School Board	●				\$
Under-engaged communities will be provided additional communication and community support	Implement specialized communication resources for students and parents in under-engaged communities	○	●	●		\$
	Increase opportunities for community engagement	○	●			
Proactive and dynamic communications will better engage the community in critical issues	Evaluate current FCPS external communication structures and resources and implement evaluation recommendations	●	●			\$
	Develop a proactive communication editorial plan and strategic focus	○	●			R
Staff will be better engaged and supported in communications and information sharing with their communities	Evaluate current internal communications tools and procedures and implement evaluation recommendations	●	●			\$
	Provide all principals with social media and communications training	●	●			R
Employees will be better engaged in their work and more connected to the work environment	Increase opportunities for employee engagement		●	●		\$

○ = Plan ● = Develop ● = Implement

R=Repurposed funds; \$=Up to \$3 Million; \$\$=\$3-\$8 Million; \$\$\$=\$8-\$15 Million; \$\$\$\$=\$15-\$30 Million; \$\$\$\$\$=More than \$30 Million

MEASURES AND METRICS

Foster active and positive communication and engagement among students, staff, families, and the community in order to ensure that all stakeholders are engaged and well-informed partners

Monitoring Metrics for the School Board

- Website analytics
- Levels of engagement and satisfaction with learning and work environments by division stakeholders

FCPS STRATEGIC PLAN GOAL 2 **CARING CULTURE**

We commit to foster a responsive, caring, and inclusive culture where all feel valued, supported, and hopeful.

OVERARCHING STRATEGY 7

Promote overall health and well-being of students and staff in order to encourage healthy life choices and an increased quality of life

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18	2018-19	EST. \$
FCPS students will demonstrate improved life skills and self-awareness of behaviors and actions	Develop an executive function curriculum for instructional staff	○	●	●		R
	Expand the focus of executive function in all early childhood programs, including Bridge to K program, to graduation	○	●			R
All students will develop global and ethical citizenship skills	Engage students in meaningful and authentic service learning opportunities (grades 6-12) in order to develop global and ethical citizens		○	●	●	R
FCPS students will feel welcome and supported at school	Expand current programs that support inclusive school environments for all students	●				Grant \$
	Implement support structures for LGBTQ students and staff, and solicit expert guidance for implementing standard policies and practices	●	●			\$
	Implement programs to reduce bullying and harassment	●	●			R
	Expand opportunities for increasing the support to, and engagement of, FCPS military families	●				R
FCPS students will be encouraged and supported in making healthy life choices	Expand the current portfolio of wellness options for students to actively promote and support increased exercise and improved nutrition, adequate sleep, and mental health	●				R
	Utilize Youth Survey results to identify health and wellness needs of students	●				R
	Expand the availability of resiliency and wellness resources	●				R
	Host division, region, and pyramid-based student summits that focus on improved wellness	●				\$
	Strengthen coordinated efforts among Fairfax County agencies to improve student attendance	●				R
	Strengthen coordinated efforts among Fairfax County agencies to prevent students from using drugs and alcohol	●				\$
	Expand programs to support attendance	○	●			\$

○ = Plan ● = Develop ● = Implement

R=Repurposed funds; \$=Up to \$3 Million; \$\$=\$3-\$8 Million;

\$\$\$=\$8-\$15 Million; \$\$\$\$=\$15-\$30 Million; \$\$\$\$\$=More than \$30 Million

(Continues)

FCPS STRATEGIC PLAN GOAL 2 **CARING CULTURE**

We commit to foster a responsive, caring, and inclusive culture where all feel valued, supported, and hopeful.

(Continued)

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18	2018-19	EST. \$
FCPS staff will feel welcome and supported at their work location	The Employee Assistance Program access will be embedded divisionwide to assist in work/life balance and fully realize staff engagement		●			R
	Expand onboarding process to include a manager toolkit with strategies for sharing and highlighting FCPS' values and culture for supporting employee success and engagement while assimilating into FCPS		○	●		R
	Continual refinement of onboarding design to support diverse staff needs related to benefit programs and election options		○	●		\$
FCPS staff will be encouraged and supported in making healthy life choices	Expand the current portfolio of wellness options for staff to actively promote and support increased exercise and improved nutrition, adequate sleep, and mental health		●			\$
	Redesign health insurance programs to proactively support the health and well-being of all employees		○	●		R
	Expand awareness and support of leave programs		○	●		R

○ = Plan ○ = Develop ● = Implement

R=Repurposed funds; \$=Up to \$3 Million; \$\$=\$3-\$8 Million;

\$\$\$=\$8-\$15 Million; \$\$\$\$=\$15-\$30 Million; \$\$\$\$\$=More than \$30 Million

MEASURES AND METRICS

Promote overall health and well being of students and staff in order to ensure that students and staff make healthy life choices and increase their quality of life

Monitoring Metrics for the School Board

- Levels of the behavioral, mental, and physical health of students as determined by the Fairfax County Youth Survey and other measures
- Levels of bullying and harassment
- Attendance rates in grades 3, 8, 10, and 12
- Levels of student drug and alcohol use
- Levels of demonstrated citizenship skills
- Availability of health and wellness resources for staff

PREMIER WORKFORCE



"The only way to do
great work is to love
what you do."

Steve Jobs



FCPS STRATEGIC PLAN GOAL 3 **PREMIER WORKFORCE**

We commit to invest in our employees, encourage innovation, and celebrate success.

OVERARCHING STRATEGY 8

Recruit and retain high quality employees who are valued, respected, and rewarded for their efforts

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18	2018-19	EST. \$
Recruit, hire, and retain employees to maintain a premier workforce	Ongoing review and refinement of recruitment and hiring practices to determine best practices that yield the greatest return on investment	○	●	●		\$
	Develop a process to analyze retention data, particularly for high priority schools		●	●		\$
	Create hiring standards and expectations with training for managers to ensure consistent and equitable hiring practices		○ ●	●		\$
	Target recruitment programs to address critical needs and hard-to-fill positions		●			\$
	Create a comprehensive employee handbook, to include required professional development on rights and responsibilities for individuals		●	●		\$
Achieve and preserve a culture of equity and fairness for all FCPS employees	Establish intentional and focused recruitment efforts to bolster a diverse applicant pool		●	●		\$
	Convene routine meetings with all FCPS employee groups to review HR practices with regard to fairness, equity, clarity, accessibility, and value placed on employees		○	●		\$
	Develop a process for employee feedback on HR practices with regard to fairness and equity		○	●	●	\$
Employees will benefit from competitive compensation packages	Conduct a compensation study to compare FCPS salaries and benefits with surrounding school divisions	●	●			\$
	Implement compensation models as part of the compensation study recommendations		●	●		\$\$\$\$\$
	Create annual statements that reflect the total compensation and/or incentives for working in FCPS	●	●			\$
	Provide additional incentives for critical needs and hard to fill positions		●	●		\$
	Develop a process for employees to sign updated contracts, aligned with their evaluation cycle		○	●	●	\$

○ = Plan ● = Develop ● = Implement

R=Repurposed funds; \$=Up to \$3 Million; \$\$=\$3-\$8 Million;

\$\$\$=\$8-\$15 Million; \$\$\$\$=\$15-\$30 Million; \$\$\$\$\$=More than \$30 Million

FCPS STRATEGIC PLAN GOAL 3 **PREMIER WORKFORCE**

We commit to invest in our employees, encourage innovation, and celebrate success.

(Continued)

MEASURES AND METRICS

Recruit and retain high quality employees who feel valued, respected, and rewarded for their efforts

Monitoring Metrics for the School Board

- Market study results on FCPS compensation packages against area school divisions and applicable marketplace
- Level of satisfaction with employment experience
- Retention rates for teachers at critical years
- Hire rates in difficult to fill positions and high needs schools including length of time to fill these positions
- Staff diversity trends
- Number of employees below living wage
- Number of qualified applicants per advertised position

FCPS STRATEGIC PLAN GOAL 3 **PREMIER WORKFORCE**

We commit to invest in our employees, encourage innovation, and celebrate success.

OVERARCHING STRATEGY 9

Invest in growth and leadership opportunities for all employees by providing meaningful professional development and quality feedback on performance

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18	2018-19	EST. \$
Dynamic professional development opportunities will be available for all employees	Create a professional development needs-assessment and develop a comprehensive professional development plan, to include leadership training	○	●	●		\$
	Require job specific and personalized professional development plans for all employees	○	●	●		\$
	Establish best practices model classrooms that cultivate innovative teaching practices and strengthen the workforce	●				
	Offer enhanced professional development opportunities to all employees	○	●	●		\$
FCPS will develop and maintain a performance evaluation process that is meaningful to all employees	Require performance evaluation systems to provide ongoing, consistent, and meaningful feedback to all employees		○ ●	●		\$
	Require training for all staff and program managers regarding performance evaluation	●				\$
	Adjust formative and summative evaluation cycles to improve effectiveness and efficiency for all employees		○	●	●	\$

○ = Plan ● = Develop ● = Implement

R=Repurposed funds; \$=Up to \$3 Million; \$\$=\$3-\$8 Million;

\$\$\$=\$8-\$15 Million; \$\$\$\$=\$15-\$30 Million; \$\$\$\$\$=More than \$30 Million

MEASURES AND METRICS

Invest in growth and leadership opportunities for all employees by providing meaningful professional development and quality feedback on performance

Monitoring Metrics for the School Board

- Percentage of employees rated as highly effective on performance evaluations
- Comprehensive program evaluation on professional development
- Employee assessment of professional development opportunities and activities

"We are what we repeatedly do.
Excellence then, is not an
act, but a habit."

Aristotle



RESOURCE STEWARDSHIP



*"The mind is not a vessel
to be filled, but a fire
to be ignited."*

Plutarch



FCPS STRATEGIC PLAN GOAL 4 **RESOURCE STEWARDSHIP**

We commit to champion the needs of our school communities and be responsible stewards of the public's investment.

OVERARCHING STRATEGY 10

Maximize and align FCPS resources in order to be accountable and transparent with the community regarding the resources entrusted to FCPS

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18	2018-19	EST. \$
A budget decision-making framework, based on financial management principles and standards, will be regularly and systematically utilized	Develop and implement:					
	A decision-making framework to establish budget priorities	○	●	●		R
	Professional development to train staff on utilizing the budget decision-making framework		○ ●	●		\$
	Online engagement tools to collect stakeholder feedback for decision making	●				\$
Benchmarking processes will weigh major organizational operations against comparable school systems for effectiveness, efficiency, and Return on Investment	Develop and implement:					
	A return on investment framework	○	●	●		\$
	A framework to assess innovative practices to determine sustainability and growth opportunities		○	●	●	\$
	Benchmarking processes	○	●	●		\$

○ = Plan ● = Develop ● = Implement

R=Repurposed funds; \$=Up to \$3 Million; \$\$=\$3-\$8 Million;

\$\$\$=\$8-\$15 Million; \$\$\$\$=\$15-\$30 Million; \$\$\$\$\$=More than \$30 Million

MEASURES AND METRICS

Maximize and align resources in order to be accountable and transparent with the community regarding the resources entrusted to FCPS

Monitoring Metrics for the School Board

- Reporting of the alignment of resource allocations and budget decisions to the budget decision-making framework
- Return on investment measurements of key programs and services
- Capital improvement data
- Enrollment projections; annual accuracy of enrollment projections
- Stakeholder feedback related to trust and satisfaction
- Portfolio of varied business partnerships classified by type

FCPS STRATEGIC PLAN GOAL 4 **RESOURCE STEWARDSHIP**

We commit to champion the needs of our school communities and be responsible stewards of the public's investment.

OVERARCHING STRATEGY 11

Promote the value and benefits of the community's investment in FCPS in order to increase the community's understanding of the Division's operating and capital needs to support student success

DESIRED OUTCOME	ACTIONS	2015-16	2016-17	2017-18	2018-19	EST. \$
Stakeholders will understand where and how financial resources will be utilized	Create a financial and capital resource dashboard		○	●	●	\$
	Develop and implement a comprehensive budget and finance communication plan	●				R
	Identify key communicators	●				R
	Use diverse modes and venues for communication	●				R
FCPS will regularly and systematically advocate for fiscal resources at the county, state, and federal levels	Develop an advocacy program with the Fairfax County Board of Supervisors and their staff members on legislative priorities (local, state, and federal)	○	○	● ●		R
	Advocate for long-term capital, operational, and financial planning with the Fairfax County Board of Supervisors so that this process is a true reflection of FCPS needs	○	●	●		R
	Collaborate with other school divisions regarding state-level advocacy	●				R
	Identify state and federal mandates that should be reduced or eliminated	●				R
	Conduct a study to quantify the true cost of educating a 21 st century student			○	● ●	\$
	Conduct a study to determine the economic impact of FCPS on Fairfax County as a whole	○	● ●			R

○ = Plan ● = Develop ● = Implement

R=Repurposed funds; \$=Up to \$3 Million; \$\$=\$3-\$8 Million; \$\$\$=\$8-\$15 Million; \$\$\$\$=\$15-\$30 Million; \$\$\$\$\$=More than \$30 Million

MEASURES AND METRICS

Promote the value and benefits of the community's investment in FCPS in order to increase the community's understanding of the Division's operating and capital needs to support student success

Monitoring Metrics for the School Board

- Disaggregated per pupil spending, by program and level
- Measure of gap between operating and capital needs versus available resources
- Advocacy efforts and achievement of legislative priorities

FCPS CLOSING THE ACHIEVEMENT GAP PLAN

CLOSING THE ACHIEVEMENT GAP



Detailed information about the specific strategies and actions can be found at <http://www.fcps.edu/is/cag/>.

DRIVERS, GOALS, AND APPROACHES

Academic Support

GOAL: Increase Hispanic and black students' performance in language arts, mathematics, science, and social studies, as measured by designated assessments (currently the Standards of Learning tests) to reach a pass rate of 90% or more.

APPROACHES

- Provide school staff with resources and strategies to support all students in achieving the outcomes of Portrait of a Graduate.
- Provide professional development and technical assistance to expand schools' capacities to assess student progress and respond effectively to students' needs. Expand targeted support to schools with the largest gaps in student achievement.

Access to Rigor

GOAL: The percent of Hispanic and black students accessing advanced curriculum offerings will reach the proportion of each respective demographic group in the total student population.

APPROACHES

- Expand academic support programs to assist underrepresented students to access and succeed in advanced academic offerings.
- Provide professional development to expand the capacity of FCPS staff to support students in developing the critical thinking, literacy, and mathematics skills as well as academic habits necessary for success in advanced curriculum offerings.

College and Career Readiness

GOAL: Increase the percent of Hispanic and black students who graduate with an advanced studies diploma, earn industry credentials, and attend two and four year colleges.

APPROACHES

- Expand outreach, provide information, and support Hispanic and black families regarding post-secondary college and career options, the admission and application process, and the availability of financial aid and scholarships.
- Enhance staff's capacity to assist underrepresented students to successfully access and succeed in courses that prepare students for post-secondary opportunities to ease transition to college or career.

Family and Community Involvement

GOAL: The percent of parents/guardians of Hispanic and black students accessing family engagement offerings will reach the proportion of each respective demographic group in the total student population. Participants will indicate that their engagement has benefited their children's education.

APPROACHES

- Support schools in developing a parent engagement plan that addresses the needs of families in the community, including specific outreach to the families of black and Hispanic students.
- Expand existing federally-funded parent engagement programs such as Home Instruction for Parents of Preschool Youngsters (HIPPY), Early Literacy, Family Literacy, Partners in Print, and Parents as Educational Partners in response to parent interest and geographical need.

Ready to Learn

GOAL: Hispanic and black students will enter kindergarten with language, literacy and school readiness skills necessary to be successful in kindergarten.

APPROACHES

- Increase early childhood education offerings and explore collaborative methods to expand access for students in poverty by offering more sites at FCPS and non-FCPS locations.
- Enhance partnerships with families and non-FCPS preschool and childcare programs to provide the early learning necessary for school readiness and the transition to kindergarten.

Relationships

GOAL: Hispanic and black students will be supported by positive, encouraging relationships with their teachers, and will be provided with a learning environment in which they are supported in learning at high levels.

APPROACHES

- Support schools in building and sustaining a welcoming, caring, and responsive culture where staff and students work together to achieve at high levels.
- Provide personalized supports for all Hispanic and black students who are not meeting designated achievement benchmarks through mentoring, peer group supports, counseling, and other programs.

FCPS REPORTING AND MONITORING

Reporting Structure for School Board Oversight and Monitoring of the Strategic Plan

APPROACH

The overall approach is to give the School Board and the community a quarterly update/report on the Strategic Plan, focused both on the work accomplished and the results achieved. In addition, the report will outline major Strategic Plan activities for the coming year that are designed to address areas in need of improvement. Each quarterly report will provide a comprehensive review of one of the four Strategic Plan goals areas, with a secondary focus on essential updates in the other three goal areas. In addition to these reports, the School Board will have the opportunity in June of each year to reassess the plan and make necessary adjustments to content and time lines.

ESSENTIAL ELEMENTS

These updates will involve three components—a written draft report, a work session to discuss the draft report, and a public presentation on the final report. The report will focus on the work accomplished and the measures and metrics that the School Board has identified for monitoring. Data and information not included for School Board monitoring, but important for internal monitoring, will become part of the Strategic Plan monitoring process and will be available to the School Board through online access.

SCHEDULE OF REPORTS AND DISCUSSIONS

July: Goal Area 4, Resource Stewardship

This goal area will be reviewed annually in July to assist the School Board in setting priorities for the next fiscal year budget development cycle.

September/October: Goal Area 3, Premier Workforce

This goal area will be reviewed in the fall to review critical hiring measures and to assess professional development and staffing needs for the coming year.

December/January: Goal Area 1, Student Success

This goal area will be discussed at the conclusion of the 2nd quarter to share student performance results from the previous school year. This review of past performance will assist in annual planning for academic and social/emotional needs, as well as updating long-term planning to address student learning performance by adjusting Strategic Plan actions.

March/April: Goal Area 2, Caring Culture

This goal area will be discussed during the spring to review performance results from the previous school year and to develop the focus for cultural aspects that should be the priority for the coming school year.

June: Assessment of Progress

Based on overall progress toward accomplishing identified desired outcomes, the School Board will have an opportunity to make necessary adjustments to plan content and time lines.

ON-GOING METRICS AND MONITORING

One of the intended outcomes of the Strategic Plan is to develop an online system to monitor key metrics in Division operations. The development of a dashboard will be tiered to provide information at the classroom level, school level, Division level, Board level, and public community level, so that key measures of performance are readily available on an on-going basis to their intended audience.

FCPS STRATEGIC PLAN **GLOSSARY**

21st Century Learning – Learning the skills and abilities necessary to navigate the 21st Century.

Bridge to Kindergarten is a program designed for students entering kindergarten who have not had any prior pre-school experience. The program focuses on daily kindergarten routines, math and literacy experiences, and becoming familiar with the school environment.

Capstone-type projects combine service, leadership, and research with classroom assignments, under the guidance of one or multiple teacher advisors.

CTE Programs – Career and Technical Education programs

Digital citizenship involves developing responsible and productive digital citizens.

DRA2 – Developmental Reading Assessment, 2nd Edition

ELL – English Language Learner(s)

Employee Assistance Program (EAP) helps employees and their family members deal with personal issues that might adversely impact their work performance, health, and well-being. EAP generally includes assessment, short-term counseling, and referral services.

Executive Function is an umbrella term for the management (regulation, control) of cognitive processes, including working memory, reasoning, task flexibility, and problem solving as well as planning and execution.

Keep in Touch is Fairfax County Public Schools' notification system.

LGBTQ – Lesbian, Gay Men, Bisexual, Transgendered, Questioning

Metacognitive – Awareness or analysis of one's own learning or thinking processes.

Parent liaisons serve as a link between families and schools. They facilitate family-school communication, which empowers families to become more active partners in their children's education. Parent liaisons work in the schools and community to help families get the information and assistance they need to support their children at home and to ensure their academic success. The parent liaisons represent a variety of cultures, languages, and races and are one component in a school's effort to enhance family involvement.

Passages Monitoring Reports provide the outcomes of composite measures reflecting overall student and division performance on student achievement goals 1, 2, and 3 at key stages ("passages") in students' careers. The goals are: Goal 1, pursue academic excellence; Goal 2, Develop Essential life skills; Goal 3, demonstrate responsibility to the community and the world.

<http://www.fcps.edu/schlbld/monitoringreports/passagesmonitoring.shtml>

PISA – Programme for International Student Assessment, administered by the Organisation for Economic Co-operation and Development (OECD).

Portrait of a Graduate – The skills necessary for success for all children in this rapidly changing, increasingly diverse, and interconnected world compose FCPS' Portrait of a Graduate.

Responsive Instruction is a multi-tiered system of support through which teams make instructional decisions based on data. Its framework supports schools in identifying students at risk for poor learning outcomes and providing increasingly intensive interventions based on students' individual needs and responsiveness.

Restorative Justice practice is a philosophy based on a set of principles for responding to harm and wrongdoing. It is victim-centered, and also focuses on offender accountability to those who were harmed. Within this philosophy, wrongdoing is viewed as a violation of a person or community as well as a violation of a discipline code or public law.

FCPS STRATEGIC PLAN **GLOSSARY**

Student Achievement Goals (SAG)

SAG 1 – Student Achievement Goal 1

Pursue Academic Excellence, states: “All students will be literate, able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school and in life. Academic progress in the core disciplines will be measured to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment, effectively eliminating achievement gaps.”

SAG 2 – Student Achievement Goal 2

Develop Essential Life Skills, states: “All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.”

SAG 3 – Student Achievement Goal 3

Demonstrate Responsibility to the Community and to the World, states: “All students will understand and model the important attributes that contribute to the community and the common good.”

SOSA Measures – System of support advisors

SR&R – Student Rights and Responsibilities

The Student Learning Plan is a process for students to plan for the future by exploring college and career options. Students will work with their teachers and school counselor to discover their personal strengths and interests, create goals to help them achieve success, plan for courses that meet high school graduation requirements, and prepare for life after high school.

Teen Wellness Summit – A summit for discussions focused on student stress and wellness.

<http://www.fcps.edu/dss/summit/index.shtml>

Trust and Confidence Survey – An annual survey designed to measure the level of trust and confidence of parent and non-parent taxpayers in FCPS.

VDOE – Virginia Department of Education

We Survey – A survey designed to provide a context for exploring how the teaching staff, parents, and students view four elements critical to an effective learning environment: rigor, relevance, relationship, and leadership.

WIDA ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to kindergarten through 12th graders who have been identified as English language learners (ELLs).

Youth Survey – The Fairfax County Youth Survey is a comprehensive, anonymous, and voluntary survey given each year to students in grades 6, 8, 10, and 12. It examines behaviors, experiences, and other factors that influence the health and well-being of Fairfax County’s youth. The results provide a snapshot of the county’s youth and serve as a barometer of the community’s effectiveness fostering healthy choices in young people. The Youth Survey is a collaboration of Fairfax County Government and the Fairfax County Public Schools.



FAIRFAX COUNTY PUBLIC SCHOOLS **STRATEGIC PLAN** 2015-20
(REFOCUSING DRAFT 2016-17)