



EXCELLENCE EQUITY & OPPORTUNITY

2023-30 STRATEGIC PLAN

May 25, 2023



A Future Yet to be Imagined

Our students are preparing for careers that do not exist today. In order to keep pace with these needs, we need to rethink our plans for the future - and how we will best serve our students for this new era.





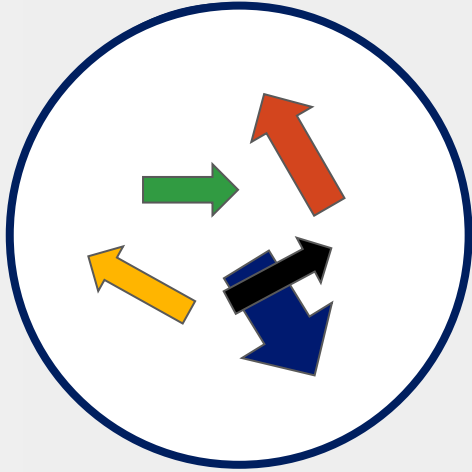
Charting Our Course

This is an opportunity to consider our North Star.

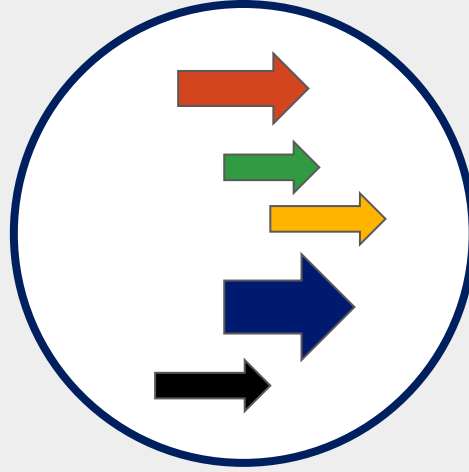


The Power of Alignment

Misalignment



Alignment



A primary aim of
planning
is unity of purpose,
or
alignment

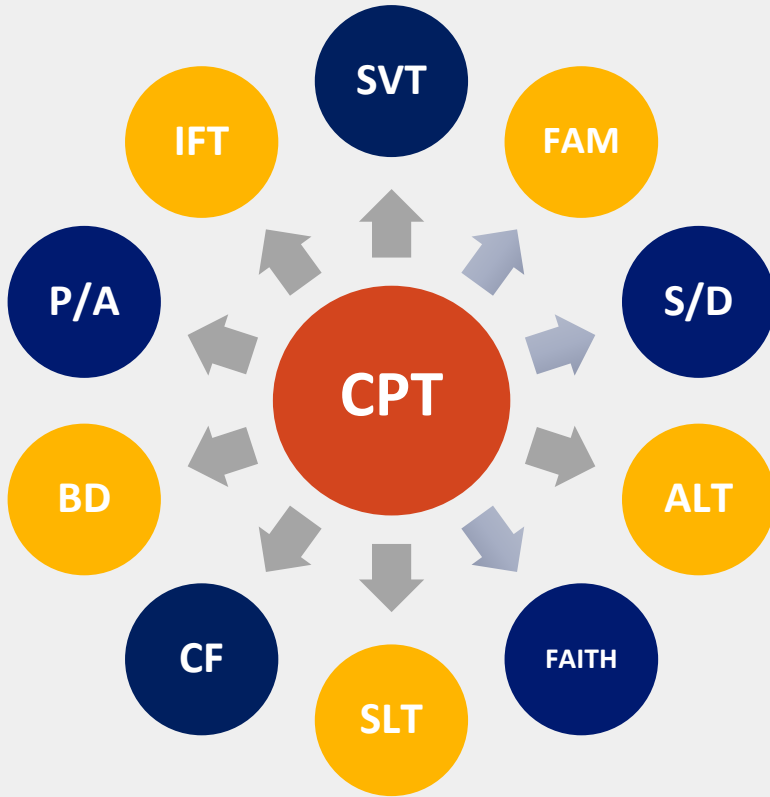
Alignment: getting people, process, program and structure on the same page, going in the same direction.

Community-Centered Process

- Embracing Diverse Voices & Perspectives
- Meaningful engagement strengthens understanding, appreciation and commitment



Community-Centered Process: Planning Teams



- ❑ **CPT** = Core Planning Team
- ❑ **SVT** = Student Voice Team
- ❑ **FAM** = Family Team
- ❑ **IFT** = Instructional Focus Team
- ❑ **S/D** = Schools/Departments
- ❑ **P/A** = Principals/Administrators Team
- ❑ **ALT** = Alignment Team
- ❑ **BD** = School Board
- ❑ **CF** = Community Forums
- ❑ **FAITH** = Faith Community/Houses of Worship
- ❑ **SLT** = Superintendent's Leadership Team

Opportunities for Engagement

- 15 in-person and virtual Community Forums open to all
- Two feedback surveys open to all
- Student Survey shared with all students in grades 3-12
- All students in grades 7-12 invited to participate on Student Team
- All Schools and departments conducted feedback meetings with staff
- All instructional staff invited to self-nominate for Instructional Team
- Students in grades 3-6 nominated by principal to participate on Student Team
- All current parents/ caregivers invited to participate on Family Team
- Outreach to known and new voices to participate on the Core, Alignment, and Faith Teams

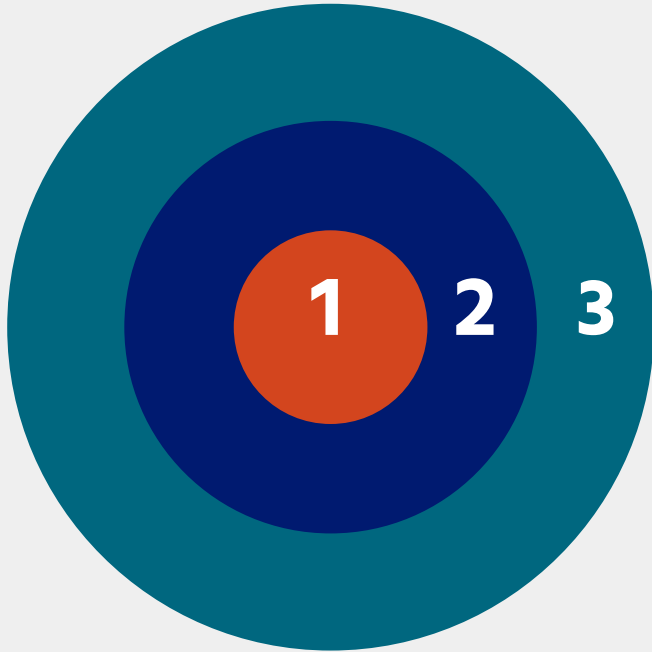


Engagement Impact

- 117,089 Survey responses submitted
 - 20,574 submissions from first survey
 - 8,095 submission from second survey
 - 88,420 student surveys
- 4,519 Student submissions from principal-led student focus groups
- 1,372 Let's Talk feedback forms submitted
- 575+ Planning Team members (Core, Instructional, Family, Alignment, Faith, Student)
- 396 Community Forums participants
- 9 School Board retreats/work sessions
- Over 28,000 employees engaged in the process



Research Based, Equity-Centered Strategic Planning



1. Student Learning

2. Instructional Effectiveness

3. Empowering Infrastructure

Structure of Our Plan

- Goals
- Measures
- Equity Commitments
- Pillars





GOALS, MEASURES, EQUITY COMMITMENTS AND PILLARS



Goal 1—Strong Start: Pre-K–12

Every student will develop foundational academic skills, curiosity, and a joy for learning necessary for success in Pre-K through 12th Grade.

Measures

- Availability of Pre-K programs (including inclusive Pre-K) to meet community need
- Students meeting criteria for kindergarten readiness
- Students demonstrating self-regulation attention skills (Pre-K–3, and beyond)
- English Language Learners meeting expected growth and reclassification criteria
- Early and consistent access to and preparation for advanced instruction and enrichment opportunities
- Students meeting standards at defined entry and transition points

Equity Commitment

We will ensure authentic and affirming partnerships with families and key stakeholders by engaging in collaborative decision-making that results in each student's success.

Goal 2—Safe, Supported, Included, and Empowered

Every student will experience an equitable school community where student health and well-being are prioritized, and student voice is centered.

Measures

- Student academic inclusion and engagement
- Positive school climate (safety, inclusion, and sense of belonging; academic support; inclusive, academically-focused culture; and teacher-student trust)
- Student access to the necessary emotional, behavioral, mental, and physical health services to support their successful engagement in school
- Student attendance and absenteeism rates
- Student participation in extracurricular, co-curricular, or leadership activities
- Disciplinary disproportionality and recidivism

Equity Commitment

We will amplify student voice to inform our approaches, honor students' identities and experiences, and ensure student safety and well-being in an inclusive school climate and culture.

Goal 3—Academic Growth and Excellence

Every student will acquire critical and creative thinking skills, meet/exceed high academic standards, and achieve their highest academic potential.

Measures

- Growth and performance in coursework (e.g., course grades, grade point average [GPA], meeting Individualized Education Program [IEP] goals, and language acquisition goals) (including students with 504s)
- Growth and performance on state/national/international assessments in reading, math, social studies, and science
- Successful completion of Algebra 1 by 8th Grade
- Evidence of progression towards or successful completion of advanced coursework (e.g., Honors, Advanced Placement [AP], International Baccalaureate [IB], dual enrollment, Career and Technical Education [CTE], etc.)
- Growth with evidence in at least one/two self-identified Portrait of a Graduate skills, annually
- Students reading on grade level by the end of 3rd Grade

Equity Commitment

We will utilize available evidence to provide access to challenging academic programs and necessary supports that celebrate each student's humanity, growth, and attainment of high levels of academic performance.

Goal 4—Equitable Access and Opportunity

Every student will have access to high-quality academic programming and resources to support their success.

Measures

- Availability of, accessibility to, and student enrollment in coursework in the arts, STEAM, career and technical education, trades, technology, and world languages
- Availability of and enrollment in advanced, rigorous coursework and programs (K-12)
- Student access to and participation in formalized systems of early intervention, academic and other supports, including special education services and services for English learners
- Disproportionality in course-taking patterns and participation in inclusive settings
- Consistent availability of and accessibility to electives, extracurricular, co-curricular, and enrichment activities

Equity Commitment

We will prioritize data that describes student outcomes and lived experiences, to allocate resources and supports that are responsive to each student's strengths and needs.

Goal 5—Leading for Tomorrow's Innovation

Every student will graduate ready to thrive in life after high school and with the skills to navigate, adapt, and innovate for a sustainable future.

Measures

- Availability of, accessibility to, and participation in multiple pathways and work-based learning opportunities (e.g., shadowing; internship; apprenticeship; and Career and Technical Education)
- Attainment of FCPS Portrait of a Graduate competencies and digital and financial literacy
- Supported and successful transitions leading to high school graduation and postsecondary opportunities
- Students on track for graduation at the end of 9th Grade
- Increase in the percentage of students earning an advanced studies diploma
- Reduction of the percentage of students earning an applied studies diploma
- Enrollment in college, entry into the workforce or public service, enlistment in military, or other, verifiable post-secondary plan
- Students innovating and preparing for the future

Equity Commitment

We will center student voice data and use evidence to ensure each student is ready to make informed decisions, prepared for a wide range of post-secondary options, and can successfully navigate their future path.

FOUR PILLARS

The Four Pillars identify what FCPS must do well to be able to reach our goals for all students. They serve as the foundation of our work and define the capabilities we need and must continuously improve to strengthen the effectiveness of instructional programs and divisionwide infrastructure. They are the building blocks for action and decision-making, and provide a durable frame for organizing and focusing our work.

A

Differentiated & Culturally Responsive Learning Environments

We design innovative learning experiences that meet the needs of each and every learner, and implement professional practices that engage, empower, include, and challenge the whole learner through varied opportunities.

B

Vibrant Home, School, & Community Partnerships

We share responsibility to build trusting partnerships that sustain a safe, inclusive culture for learning and work, and we collaborate proactively with respect, honesty, and transparency.

C

Diverse, Adaptive, & Supported Workforce

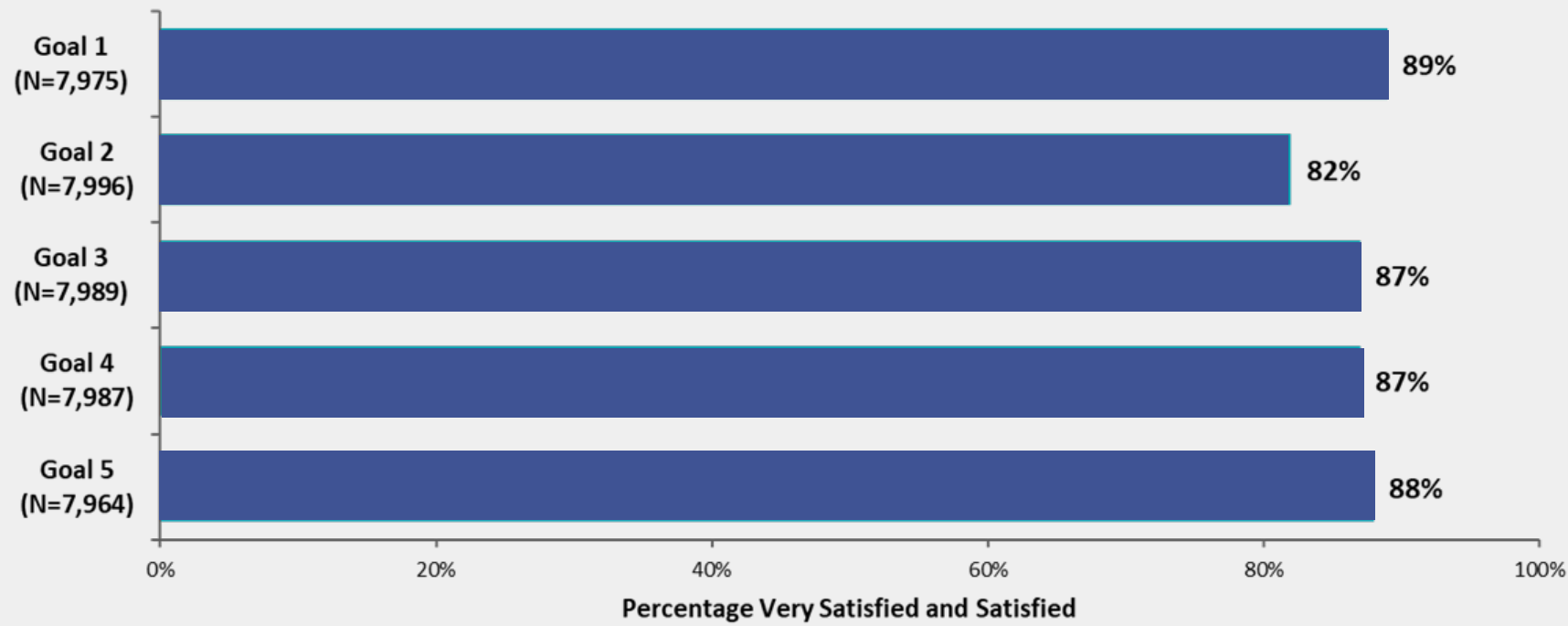
We recruit and retain staff who reflect the diversity of students and families; provide meaningful continuous learning, exceptional compensation, and balanced workload; and create a safe and culturally responsive environment that values staff voice.

D

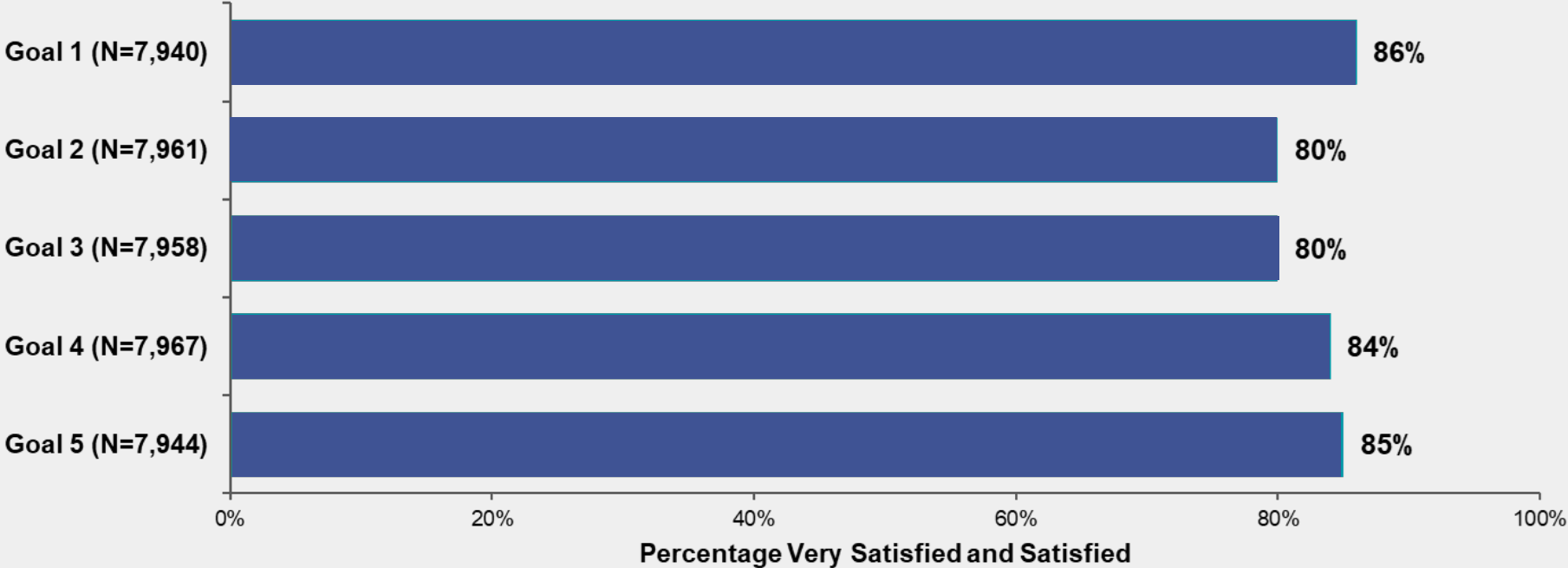
Culture of Equity, Excellence, & Accountability

We nurture processes and structures that are grounded in intentional partnerships, shared responsibility for equitable resource allocation, and data-driven continuous improvement and innovation.

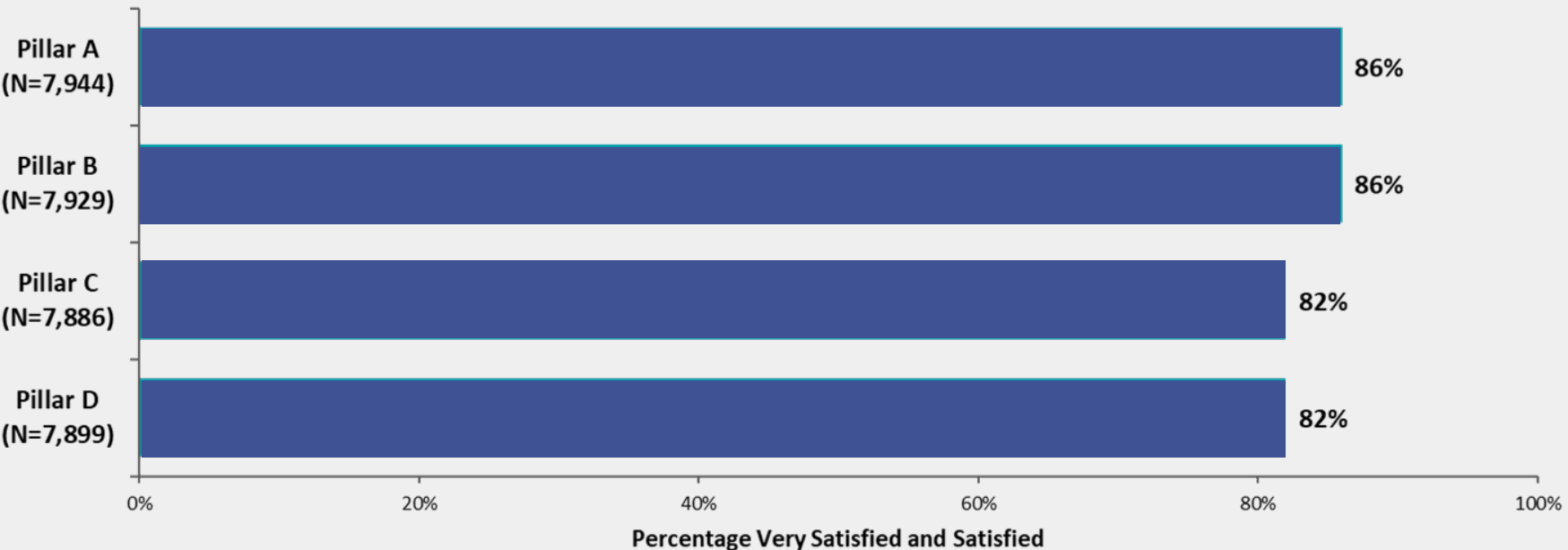
Goals: Overall Stakeholder Satisfaction



Associated Measures: Overall Stakeholder Satisfaction



Pillars: Overall Stakeholder Satisfaction





NEXT STEPS & ACKNOWLEDGEMENTS



Early Implementation Key Milestones

- Data Practices
 - Benchmarking Data
 - Data Monitoring and Reporting Tools
- Integration with School Improvement and Innovation Plans
- Focused Professional Learning
- Organizing and Prioritizing the Work
- Established Reporting Cadence



Acknowledgements

FCPS School Board

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Alignment Team Champions: Nardos King, Grace Taylor

Data Team Champions: Gautam Sethi, Lidi Hruda, Bettrys Huffman

Instructional Focus Team Champions: Sloan Presidio, Megan Vroman

Community Forum Champions: Tony Copeland, Helen Lloyd

Family Team Champions: Noel Klimenko, Renee LaHuffman-Jackson

Faith Team Champions: Lisa Hall, Douglas Tyson

Principal and Administrator Team: Becky Baenig, Candace Hunstad

School and Department Team: Michelle Boyd, Kathleen Walts

Student Voice Team: Leona Smith, Kevin Morris

240 Staff Volunteer Table Facilitators

550 Core, Instructional, Student, Family, Alignment, Faith Team Members

Together All Things Are Possible



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