

**FAUQUIER COUNTY PUBLIC SCHOOLS**  
*Adopted Strategic Plan*



*Equity and Access for 21<sup>st</sup> Century Learners*

# **ASPIRATIONS 2.1**



# Fauquier County Public Schools Aspirations 2.1

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# Fauquier County Public Schools

## Aspirations 2.1

These are the beliefs, mission statement, parameters and objectives upon which the strategies were built.

### ***BELIEFS***

We believe that...

- Each person is unique and has invaluable intrinsic worth
- People learn differently
- Learning occurs through access and engagement
- Inspiration and affirmation foster achievement
- People seek deep and meaningful connections
- Effective education maximizes each individual's potential
- Each of us has the potential to change
- Family is the most formative influence in child development
- High expectations are the foundation of success
- Sound relationships, based on civility and mutual respect, are central to community
- Recognizing and respecting diversity in our community builds a stronger community
- A safe, supportive and trusting environment promotes learning
- We impact the natural environment; therefore, environmental stewardship is our responsibility
- A community's commitment to public education is essential to the success of both its schools and the community itself

### ***MISSION STATEMENT***

Fauquier County Public Schools (FCPS), an innovative learning community, is committed to developing creative, confident, and knowledgeable citizens who are globally-competitive by cultivating the potential of each learner.

### ***PARAMETERS***

We will treat all people with dignity and respect.

We will learn from our past as we build our future.

We will celebrate excellence.

We will use all resources efficiently and wisely.

We will promote and support instructional innovation.

### ***OBJECTIVES***

Each student will reach his or her academic potential.

Each student will have access to a rigorous and engaging curriculum.

Each student will acquire essential qualities of character and integrity and shall demonstrate respect for self and others.

Each student will become a responsible contributor through a personal connection with the community.

Each student will use what he or she learns to impact the community, the country, and the world positively now and in the future.



# Fauquier County Public Schools

## Aspirations 2.1

### **STRATEGIES**

Following are the six strategies of Aspirations 2.1.

#### **Academics**

We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

#### **Student Support**

We will engage our schools and larger community to teach prosocial skills and provide tiered supports promoting development of responsible practices, social-emotional wellness, and positive character traits for each student.

#### **Environments**

We will provide safe and productive environments that support the physical, emotional, academic and social needs of the school and community and that create a culture of environmental responsibility.

#### **Staff**

We will attract, hire, develop, and retain high quality staff.

#### **Communication**

We will ensure effective internal and external communication and involvement.

#### **Resources**

We will be accountable, system-wide, to manage our resources effectively and to allocate them wisely to achieve our mission.



We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

**Revised Action Plan 1.1**

**Continue to develop and deepen the community’s needs-based pre-school program with Virginia Pre-School Initiative (VPI) funding and community partnerships.**

**Team Champions:** Randy Corpening and Kristen McAuliffe

**Current Situation:** Fauquier has operationalized the Virginia Preschool Initiative (VPI). This program serves at-risk 4-year-olds and is free for eligible children who reside in Fauquier County. Eligibility is based on family income and child and family risk factors. There are four VPI classrooms within the county (Coleman, Ritchie, Miller, and Brumfield) and transportation is provided.

**Targeted Program Outcomes:**

1. Reduce the number of children waitlisted.
  - FY 2018* Budget: State funds 49 seats.
  - a. VIP Applications:
 

	<i>2016</i>	<i>2017</i>	<i>2018</i>
<i>Accepted:</i>	46	64	64
<i>Waitlisted</i>	28	13	10
2. Identify and actively recruit at-risk children.
  - a. In 2014: 22% had no formal pre-k experience.
  - b. In 2015: 19% had no formal pre-k experience.
  - c. In 2016: 18.7% had no formal pre-k experience.
3. Increase the number of children who meet the fall Kindergarten PALS Benchmark.

**Recommended Steps & Planned Milestones:**

1. FY 2018 – Implement VECF Mixed Delivery Grant (\$250K)
2. FY 2019 – Implement VECF Mixed Delivery Grant (\$250K)
3. FY 2020 – Review and investigation of pre-school service need to enhance equity and access for academic services and outcomes.
4. FY 2021 – TBD

We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

**Action Plan 1.2 [A]**

**Provide intentional professional learning for all staff that aligns with school division goals, and continue to monitor implementation of evidence-based practices and protocols that address quality and rigorous instruction for all learners.**

*[A] Provide professional development that ensures quality and rigorous instruction for all students.*

**Team Champions:** Major Warner, Frank Finn, Amy Acors, Carolyn Lamm, Jane Grove, Ann Alexander, Saralyn Aylor, and Steve Payne

**Current Situation:** FCPS provides professional development that ensures quality and rigorous instruction for all students. This affords the creation of an instructional framework that emphasizes active learning and deep understanding for every classroom. As a result, each instructional area has specific professional learning goals in accordance with division-wide aspirations.

**Targeted Program Outcomes:**

1. Equity and access for all 21st century learners – The 2017-18 school year began with the summer Administrative Academy with a focus of equity and access. Administrators continued this focus with their faculties including engaging in an equity audit for their schools to identify opportunities for growth. Most recently, school faculty, staff, and administrators participated in the October 9, 2017 in-service day by framing sessions around equity practices for our students. Planning for an Equity Summit for November 18, 2017 is underway to continue this professional learning for all staff.
2. Revise and develop instructional policies and practices based on the belief that equitable evidence-based instructional practices provide all students access for academic success. For example, the 2016-17 homework policy helps break down out-of-school barriers by putting greater focus in our instructional practices.
3. Expand the VDOE-certified model demonstration co-teaching sites (FCPS currently has 2 sites - one at Liberty High School and one at Pierce Elementary School).
4. Collaborative walk-through observations at all schools with multiparty team members from Instruction and Student Services in order to improve instruction and school culture.
5. Offer professional development sessions:

	<b>2018</b>	<b>2009</b>
#	256	105 (as of Sept. 30)



We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

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## **Recommended Steps & Planned Milestones:**

1. FY 2018 – Professional learning goals:
  - a. English and Language Arts – Grade-level and differentiated training has been required to support K-5 teachers in implementing the new Benchmark.
  - b. Literacy program – Additionally, Secondary English Vertical Teaming has begun for grades 6-12.
  - c. Math – Work sessions have occurred that delve into the new SOL standards for kindergarten through Algebra II. These focus on the vertical progression of mathematics and using best practices or the process goals for delivering these skills.
  - d. History and Social Science – With use of the “Train the Trainer Model,” selected teachers attended VDOE training on new SOL with an emphasis on historical thinking skills in October 2016 and delivered this training division-wide at an in-service for teachers in January 2017.
  - e. In health and physical education courses, teachers have incorporated focused fitness into their PE classes after training.
  - f. Teacher cohorts were supported to earn endorsements in Gifted and English as a Second Language.
2. FY 2019 – Expand training and development opportunities for all teachers and students to help develop new knowledge and skillsets that will remove student barriers. This includes the examination and utilization of existing resources (i.e., Title II) and seeking new resources (partnerships, grants, local funding, etc.).
3. FY 2020 – Research and develop new ideas to cultivate an organizational growth mindset that tends towards evidence-based systems across all schools and departments.
4. FY 2021 – TBD



We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

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## **Action Plan 1.2 [B]**

**Provide intentional professional learning for all staff that aligns with school division goals, and continue to monitor implementation of evidence based practices and protocols that address quality and rigorous instruction for all learners.**

*[B] Train staff to use a tiered system of supports for students in order to eliminate equity and achievement disparities among student groups.*

**Team Champions:** Major Warner, Frank Finn, Amy Acors, Carolyn Lamm, Jane Grove, Ann Alexander, Saralyn Aylor, and Steve Payne

**Current Situation:** Instruction and Student Services have developed a plan to implement Virginia Tiered System of Supports (VTSS) division-wide. The use of an evidence-based system of supports will eliminate equity and achievement disparities among student groups.

## **Targeted Program Outcomes:**

1. Participation by school teams and division leaders in statewide conferences, division-level professional development and trainings, on-site professional learning sessions at schools, planning, coaching and consultation.
2. Teaching mathematics division-wide through Virginia Process Goals (problem solving, communication, reasoning, connections, representations) to model and interpret practical situations involving real-world problems that model real-world situations.
3. Providing time for all teachers to meet during school hours for professional learning and collaboration.
4. Revision of the professional development program for 2018-2019 to ensure more targeted professional learning using collected feedback.
5. Improvements in Tier I instruction resulting in improved outcomes for students as demonstrated in disaggregated data (drill down reports) from norm-referenced benchmarks and progress-monitoring data tools.
6. Professional learning that builds capacity in:
  - a. Resource mapping and gap analysis
  - b. Strengthening core instruction in reading, math, social/emotional behavior (i.e., PBIS)
  - c. Academic response to intervention (RTI)
  - d. Data-driven decision-making
  - e. Systemic monitoring of student progress
  - f. Fidelity in program implementation



We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

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**Recommended Steps & Planned Milestones:**

1. FY 2018 – (1) Continued implementation of instructional framework and templates that emphasize active learning and deep understanding for every classroom, (2) develop a status report, implementation plan, and monitoring plan for implementation of a tiered systems of support, (3) develop a division-wide protocol that addresses a school-to-school vertical system of support for students as they transition from level to level. FY 2019 – Expand training and development opportunities for all teachers and students to help develop new knowledge and skillsets that will remove student barriers.
2. FY 2019 – Develop and implement a professional development training plan related to teaching and engaging diverse populations, fixed vs growth mindsets, and inclusive practices in special education and gifted education.
3. FY 2020 – Research and develop new ideas to cultivate an organizational growth mindset that tends towards evidence-based systems across all schools and departments.
4. FY 2021 – TBD



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### **Action Plan 1.3**

**Offer targeted support for post-secondary planning to all students with specific attention to students from traditionally under-represented groups.**

**Team Champions:** Major Warner, Sarah Frye, and Amy Acors

**Current Situation:** The school division provides targeted support and structured counseling in the following areas: academic and career planning, financial aid planning, motivational workshops and speakers, test preparation, college visits, including virtual tours and family involvement. In FY2018, the school division operationalized career coaches at all three high schools. All FCPS eighth graders create an academic and career plan and review it later in high school with their counselors. Increased professional development for counselors for academic and career planning was important in order to facilitate this planning for all students.

### **Targeted Program Outcomes:**

1. Improve customer service for post-secondary pathways:
  - a. Middle and high school counselors tour high school career and technical education programs in action in order to better understand course offerings.
  - b. Vertical teaming planning between high school and middle school counselors.
  - c. Middle and high school counselors attend professional development sessions in order to be more informed about the various programs offered including transfer programs and workforce solutions.
  - d. High school counselors attend professional development sessions with college admissions officers.
2. Improve student understanding and access to post-secondary pathways:
  - a. Arrange middle school and high school visits to learn about college-level program offerings.
  - b. Remove barriers for underrepresented groups:
    - i. Offer college visits to learn about program offerings to ESL students from all three high schools.
    - ii. Offer to help students in financial need to pay for dual-enrollment courses with LFCC.
3. College Night (*hosted by LFCC*) for all three high schools and over 250 students and their families had an opportunity to visit with college admission officers from over 80 colleges.
4. Use of the planning tool in Campus for both students and their families to keep track of their academic planning.
5. Expansion of the CTE Pathways Fair to include fine arts and other electives in an Elective Expo.



We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

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### **Recommended Steps & Planned Milestones:**

- 1.** FY 2018 – Continue and expand current offerings through increased local partnerships and division-wide collaborative efforts. Use exit surveys and other assessments with seniors and recent alumni to collect feedback for program improvement and identify students with barriers or in need of specialized services.
- 2.** FY 2019 – Plan family nights at all three high schools for targeted populations including a session for eighth grade parents on Post-High School Education Planning and information sessions for specific populations such as ESL with plans to work with the Virginia Hispanic Chamber of Commerce on a mentorship program called Passport to Education that partners Hispanic business people with high school students to help them prepare for and apply to college.
- 3.** FY 2020 – Plan and implement college visit circuits. Add a math dual-enrollment option at all three high schools. Perform an audit to plan for adding science as a dual-enrollment option.
- 4.** FY 2021 – TBD

# Academics



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## **Action Plan 1.4**

**Reimagine FCPS learning spaces with furniture, equipment, and technology that will enhance student engagement and deepen students' understanding of content.**

**Team Champions:** Major Warner, Louis McDonald, Patti Kershaw, Sarah Frye, Amy Acors, and Prashant Shrestha

**Current Situation:** Instruction, Instructional Technology and Technology Services are finalizing a comprehensive Instructional Technology plan that emphasizes the integration of technology into all learning spaces while providing deep and empowering learning experiences through purposeful use of technology. The ultimate goal is to prepare all learners to be active, creative, knowledgeable, and ethical participants in our globally connect society while meeting Virginia's Profile of a Graduate requirement.

### **Targeted Program Outcomes:**

1. Adopt learning space standards that offer access to personalized, collaborative, guided and extended activities to support a Future-Ready classroom.
2. Implement an equitable and accessible technology refresh plan for learning space technology.
3. Provide professional development to all instructional and support staff to support the implementation of a Future-Ready classroom.

### **Recommended Steps & Planned Milestones:**

1. FY 2018 – Finalize and begin implementation of a comprehensive PreK-12 instructional technology plan that meets the needs of the 21<sup>st</sup> century learner.
  - a. Pilot group of teachers (20) to complete first round of 100 Days to Future-Ready Classroom (FRC) instruction.
  - b. Identify and adopt standards for equipping learning spaces. Implement with the 20 FRC pilot teachers.
  - c. Increase the Bandwidth to provide the necessary access to resources for teaching and learning
  - d. Assess the ratio of technology-to-student to ensure equity and access to all students.
2. FY 2019 – Phase 2 of FRC Initiative.
  - a. Increase the number of teachers completing the FRC instruction and learning space reimaged by 150 teachers.
3. FY 2020 – Review and investigation of future ready learning spaces needed to enhance equity and access to academic services and outcomes.
  - a. Additional 200 teachers FRC certified.
4. FY 2021 – Review, refresh and continue FRC initiative.



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**Action Plan 1.5**

**Examine advanced studies programs K-12 to determine if they are meeting the needs of all learners with specific attention to traditionally underrepresented groups.**

**Team Champions:** Major Warner, Ladona Gorham, and Steve Payne

**Current Situation:** FCPS provides educational opportunities designed to meet the needs, abilities, and interests of all our high-ability and/or highly motivated students. Professional staff, using multiple and equitable criteria, identify students in each school and at each grade level for gifted services and/or advanced learning activities.

**Targeted Program Outcomes:**

1. A county-wide effort will be made to increase the number of our students from under-represented populations taking advanced courses at all levels (elementary middle, and high).
2. The percentage of students from sub-groups taking advanced classes should mirror the county student population.

**Recommended Steps & Planned Milestones:**

1. FY 2018 – Appoint a committee to investigate advanced academic programs in other region IV school systems (IB, Cambridge, mentorships, etc.).
2. FY 2019 – Implement a “Young Scholars” type program at our Title I elementary Schools.
3. FY 2020 – Investigate reimaging and reinstating the AP Potential Academy along with developing a similar program at the middle schools based on ITBS testing.
4. FY 2021 – Provide enrichment services at all elementary schools to students who show potential but are not yet meeting the criteria for gifted education services. Investigate adding additional dual-enrollment courses to widen the choices available to students.



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**Action Plan 1.6**

**Review and refine K-12 world language and international programs to benefit all learners and student groups.**

**Team Champions:** Major Warner and Saralyn Aylor

**Current Situation:** To educate students to be linguistically and culturally educated. The division develops a foreign language curriculum and course expectations that are based on standards developed by the American Council on the Teaching of Foreign Languages (ACTFL). Additionally, teachers are participating in professional development to fully understand the standards and how to provide authentic instruction that uses the target language. Teachers are also involved in vertical discussions across grade levels to ensure consistency and to properly prepare students for the next level of instruction. Opportunities to engage students in language and cultural experiences are provided through world language courses, international travel and exchange programs, after school world language activities, and a summer language and culture program.

**Targeted Program Outcomes:**

1. All students taking world language courses meet targeted proficiency, as adopted by the World Language Department, which align with the Virginia State Foreign Language Standards of Learning and the ACTFL proficiency levels.
2. Middle school students have the opportunity to take courses that introduce them to world languages and cultures and courses that prepare them for level one or level two world language courses.
3. Elementary school students will have the opportunity to learn about other languages and cultures.
4. Students will have opportunities to travel to other countries and locations where they can experience other languages and cultures, and to host students from other cultural and language backgrounds either at home or during the school day. Heritage speakers will engage in appropriate instruction to strengthen their oral and literacy skills in their home language.
5. Students completing level three and higher of a world language course will have the opportunity to apply for the Virginia Seal of Biliteracy, and the opportunity to apply for the Governor’s Foreign Language Academy.
6. FCPS teachers will interact with teachers from other language and cultural backgrounds. This will include opportunities to observe and teach instructional material.

# Academics



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## **Recommended Steps & Planned Milestones:**

1. FY 2018 – Conduct assessments using a sampling of students in various course levels to evaluate whether adopted program standards are being met.
2. FY 2019 – Continue and enhance international exchange and sister school relationships.
3. FY 2020 – Strengthen middle school world language programs and offerings through a program assessment and audit.
4. FY 2021 – Expand global awareness and interdisciplinary connections in all content areas K-12 with emphasis on K-5.



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## **Action Plan 1.7**

**Use the Portrait of a Virginia Graduate to develop a program for high school seniors to research, write and present an end-of-year capstone project and K12 digital portfolio that includes volunteer, internship and/or career shadowing learning experience.**

**Team Champions:** Major Warner and Amy Acors

**Current Situation:** In recently released guidelines from the state, it is clear that we are being asked to provide our students with more authentic learning experiences. While many FCPS students participate in programs that provide these types of experience, our current initiative revolves around how to expand and ensure all students can take advantage of these valuable offerings.

### **Targeted Program Outcomes:**

1. Using the new Career, College and Civic index, FCPS will increase the number of students who participate in authentic learning experiences.
2. FCPS will use the Portrait of a Virginia Graduate to develop a Portrait of a Fauquier Graduate with emphasis on opportunities that exist in our own community.
3. Using Virginia View and Virginia Wizard for career exploration, inventory and planning, students will continue to research pathways for their future plans. Experiences for students will include: mock interviews for students, resume writing, career fair, career shadowing.
4. Many of our current students are involved in service learning experiences, co-op placements and local government internships. FCPS will capitalize on community strengths and partnerships to expand these placements.

### **Recommended Steps & Planned Milestones:**

1. FY 2018 – Form an Innovation Team comprised of FCPS innovative educators that will research, plan and make recommendations about how FCPS should implement changes in the Standards of Accreditation and the new Profile of a Virginia Graduate.
2. FY 2019 – Establish a digital portfolio for every student’s K12 experience to create a digital portfolio that documents their learning. Create the guidelines for a senior capstone project. Multiple experiences for students will be researched including apprenticeships, internships, work-based and service learning to inform student capstone projects.
3. FY 2020 – Vertical teaming K12 for counseling as it relates to student academic and career planning.
4. FY 2021 – TBD



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## **Action Plan 1.8**

**Review and expand electives, exploratory courses, and before- and after-school programs with focus on the following: enriching and expanding all students' school experiences, content integration, student interest, global relevancy, and performance based-opportunities.**

**Team Champions:** Major Warner, Amy Acors, Ladona Gorham, Saralyn Aylor, Sarah Frye, and Nikki Jenkins

**Current Situation:** FCPS offers a rich variety of courses, programs and school experiences. In particular, our after-school opportunities have expanded in part due to our partnership with the PATH Foundation and the FRESH program. There are 14 after-school opportunities K-8 sponsored by FRESH. FCPS offers multiple summer school camps and programs including STEM, Startalk, Environmental, Art, and Summer Quest. FCPS teachers continue to take advantage of training in GIS and this increased knowledge has led to more incorporation in classroom lessons. Auburn Middle School offered a pilot elective in GIS for 8<sup>th</sup> Graders. FCPS has Model UN clubs at all three high schools and two middle schools.

### **Targeted Program Outcomes:**

1. Expansion of interdisciplinary course and program offerings
2. Continued support of the iSTEM program at Kettle Run High School, expand the Environmental Studies Academy at Fauquier High School and offer a cybersecurity program at Liberty High School.
3. Further teacher professional development and training to evolve traditional course offerings to meet the needs for our students' future pathways.
4. Offer a menu of elective courses that are reflective of our students' needs based on their desires for their future pathways and our community's needs.

### **Recommended Steps & Planned Milestones:**

1. FY 2018 – FCPS will engage in an audit of courses and program offerings to assess what we should continue doing and what we should start doing in terms of offerings for our students. The Innovation Team will explore and promote interdisciplinary opportunities for our students, survey students and use this feedback on the types of course and program offerings they would like FCPS to offer, and partner with the Fauquier Chamber of Commerce in assessing the community needs.
2. FY 2019 – Implementation of the Environmental Studies Academy at Fauquier High School for ninth graders and FY2019 will add sophomore course programming.
3. FY 2020 - Cybersecurity Club at Liberty High School to build student interest in the program. By 2020, cybersecurity course will be offered.
4. FY 2020 – TBD



We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

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## **Action Plan 1.9**

**Enable all Fauquier County Public Schools students to attend and/or participate in visual and performing arts classes, activities, and performances throughout their FCPS experience.**

**Team Champions:** Major Warner and Ladona Gorham

**Current Situation:** The division has examined, developed, and offers many opportunities for visual and performing arts throughout the school year, summer, and after school. An electives fair that includes VPA courses has been held the last two years for middle school students.

### **Targeted Program Outcomes:**

1. Remove the barriers for student participation.
  - a. Transportation for students after school
  - b. Compensation for teachers who provide these programs before/after school
  - c. Creative scheduling so students may fit these courses into their schedules
2. Percentage of students exposed to a visual or performing arts program and/or performance
  - a. 100% of elementary students
  - b. 80% of middle school students
  - c. 70% of high school students

### **Recommended Steps & Planned Milestones:**

1. FY 2018 – Conduct a survey to find out if schools have performances and which students attend.
2. FY 2019 – Establish National Art Honor Society chapters at each middle and high school.
3. FY 2020- Investigate adding a middle school drama elective.
4. FY 2021 – Examine recruitment methods at the elementary level to encourage students to continue taking VPA courses in the middle and high schools.

We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.

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## **Action Plan 1.10**

**Expand the scope of the office of assessment to include technical and implementation support of data tools used by schools to impact effective delivery of core instruction and tiered support designed to improve student outcomes and decrease disparities.**

**Team Champions:** Major Warner, Frank Finn, Les Balgavy and Carolyn Lamm

**Current Situation:** Fauquier County strongly believes that student learning can and should be based upon continuous school improvement efforts that utilize a data-based decision-making protocol. Resource constraints have limited this effort from achieving full efficiency. Most school improvement efforts in Fauquier County where schools have committed to data-driven decision-making as a catalyst for change have achieved positive measurable results in improving student outcomes. There is a need to strengthen the connection between the school-based implementation decisions and planning at a division-wide level.

## **Targeted Program Outcomes:**

1. Improved use of screening tools to identify students who may need additional intervention and support.
2. Improved use of progress monitoring tools with students participating in tier two and tier three interventions to make more responsive decisions determining when students need an increase, decrease, or change in intervention.
3. Improved use of disaggregated data analysis to determine needs, guide goal-setting, and assess the impact of changes designed to improve the outcomes of core instruction and tiered intervention.

## **Recommended Steps & Planned Milestones:**

1. FY 2018 – Establish a school division Data Leadership Team comprising of central office administrator(s), instructional supervisor(s), school-based administrator(s), teachers, parents, community, and other stakeholders.
2. FY 2019 – Division Data Leadership Team to conduct inventory of current use of existing data tools, assess strengths and gaps, and investigate the purchase of additional data warehousing software.
  - a. Request for data systems specialist in biennium budget.
  - b. Support schools' access to data assessment and analysis tools, drill-down reports, and resources needed for efficient data-driven decision-making at schools.
  - c. Provide liaison communication linking input from schools to division-level strategic planning regarding tools and resources for monitoring progress and fidelity of tiered interventions and assessing effectiveness of improvements in core instruction.

# Academics



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- d. Provide liaison support between schools and vendors regarding professional development, training, and use of data tools for monitoring the effectiveness of tiered interventions and improvements in core instruction.
- 3. FY 2020 – Develop a division level action plan that includes the incorporation of achievement, demographic, program, and perception data.
- 4. FY 2022 – The division Data Leadership Team will evaluate the degree of the efforts by using tools and guidance that measures the gains made through their actions and sets the stage to repeat the integration cycle.

# Student Support



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We will engage our schools and larger community to teach prosocial skills and provide tiered supports promoting development of responsible practices, social-emotional wellness, and positive character traits for each student.

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## **Action Plan 2.1**

**Implement a tiered Restorative Justice (RJ) program with targeted training and coaching in order to improve the academic experience of all learners.**

**Team Champions:** Frank Finn and Carolyn Lamm

**Current Situation:** The division provides professional development in implementation strategies of Restorative Justice practices at each grade level.

### **Targeted Program Outcomes:**

1. Implement Restorative Practices (Tier One and Tier Two) and Formal Restorative Circles (Tier Three) as part of the options available for discipline procedures.

### **Recommended Steps & Planned Milestones:**

1. FY 2018 – Provide train-the-trainer style Restorative Justice Practices professional development opportunities (Tier One and Tier Two) in all content areas K-12.
2. FY 2019 – Continue to utilize in-house restorative justice trainers to continue to train new staff.
3. FY 2020 – All schools will offer restorative practices (Tier One and Tier Two) and restorative circles (Tier Three) as part of the options available for discipline procedures.
4. FY 2021 – TBD

# Student Support



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We will engage our schools and larger community to teach prosocial skills and provide tiered supports promoting development of responsible practices, social-emotional wellness, and positive character traits for each student.

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## **Action Plan 2.2**

**Create a division-wide program to promote critical thinking about and dissemination of the influence of media to fellow students, staff and parents, resulting in an increased awareness of the role of media on character development.**

## **Recommended Steps**

1. Complete development of lessons for ninth graders covering similar topics as found in the middle school course, “My Digital Life” to include the following:
  - a. Understanding the long and short term impact of digital decisions
  - b. Understanding and applying key technology concepts
  - c. Exploring positive communication and collaboration
  - d. Using technology responsibly, productively and appropriately
  - e. Maintaining a current understanding of the trends in technology
  - f. Understanding the legal implications of social media
2. Make lessons available to rising ninth grade students in Blackboard for completion upon the beginning of their ninth grade school year.
3. Develop a presentation for parents providing current information about trends in the use of social media and tips on how to monitor the social media use by their children.
4. Consider collaborating with law enforcement and the Commonwealth Attorney’s Office in developing information on the legal aspects of social media.

# Student Support



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We will engage our schools and larger community to teach prosocial skills and provide tiered supports promoting development of responsible practices, social-emotional wellness, and positive character traits for each student.

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## **Action Plan 2.3**

**Implement a system of evidence-based instruction and tiered supports to develop every student's interpersonal and self-management skills for learning in the 21st century.**

**Team Champions:** Frank Finn and Carolyn Lamm

**Current Situation:** FCPS participates in the Virginia Department of Education's State Project for Virginia Tiered System of Supports (VTSS). This effort contributes to systematic (1) planning, coaching and consultation, (2) professional development, (3) resource mapping, (4) strengthening core instruction in reading, math, social/emotional behavior (i.e. PBIS Tier 1 instruction), (5) academic and behavioral response to intervention (RTI/PBIS), and (6) development of a data dashboard to monitor progress and fidelity in program implementation.

## **Targeted Program Outcomes:**

1. FCPS participates in the Virginia Department of Education's State Project for Virginia Tiered System of Supports (VTSS) and Positive Behavioral Interventions and Supports (PBIS) to use data-driven problem solving and evidence-based tiered interventions to identify and address social/emotional concerns.

## **Recommended Steps & Planned Milestones:**

1. FY 2018 – All FCPS schools will implement evidence-based structured coaching with progress monitoring as a tiered support utilizing an evidence-based model (e.g., check-in/check-out).
2. FY 2019 – Scale up implementation of tiered supports and the use of evidence-based strategies.
3. FY 2020 – All FCPS schools will implement evidence-based tiered supports for social skills and self-management.
4. FY 2021 – TBD

# Student Support



*Excellence by Design*

We will engage our schools and larger community to teach prosocial skills and provide tiered supports promoting development of responsible practices, social-emotional wellness, and positive character traits for each student.

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## **Action Plan 2.4**

**FCPS school counselors will implement evidence-based supports to serve all student needs.**

**Team Champions:** Frank Finn and Carolyn Lamm

**Current Situation:** FCPS counselors are working towards implementing evidence-based supports which align with the American School Counselor Association (ASCA) model and develop a service model that addresses the four quadrants of foundation, delivery, management, and accountability.

### **Targeted Program Outcomes:**

1. FCPS counseling services align with best practices in the industry that focus on evidence based supports.

### **Recommended Steps & Planned Milestones:**

1. FY 2018 – All FCPS school counselors will read and discuss the ASCA handbook.
2. FY 2019 – All FCPS school counselors will assess counseling services provided at their schools and analyze ways to improve alignment with ASCA model.
3. FY 2020 – All FCPS schools will implement evidence-based tiered supports for social skills and self-management.
4. FY 2021 – TBD

# Environments



*Excellence by Design*

We will provide safe and productive environments that support the physical, emotional, academic, and social needs of the school and community and that create a culture of environmental responsibility.

---

## **Action Plan 3.1**

**Provide balanced food choices, reasonable access to competitive foods, and a consistent message that optimizes healthy lifestyles for all students.**

**Team Champions:** Prashant Shrestha and April Plummer

**Current Situation:** FCPS annually reviews all opportunities in which students have access to food throughout the school day in order to continuously improve in providing nutritional services that is focused on supporting a positive school culture and improving the instructional experience for all learners.

### **Targeted Program Outcomes:**

1. Expand school breakfast programs to ensure no student is hungry during instruction.

	<i>2007</i>	<i>2017</i>
<i>Meals Served</i>	1,100	1630

2. Create a business environment that is based on trusting relationships with our customers and collaborative partnerships with school leaders.
3. Work with public and private partners to provide our students equity and access to nutritional services and support (i.e. PATH, PTOs, Southeastern United Dairy Industry Association, etc.).

### **Recommended Steps & Planned Milestones:**

1. FY 2018 – The FRESH Initiative is providing resource support to build capacity for lead cooks in school buildings. Removed barriers for 21<sup>st</sup> century learners by replacing substitute means with family relationships.
2. FY 2019 – Develop a capital replacement plan for equipment and increase access for breakfast at new satellite locations.
3. FY 2020 – Improve relationships with instructional leaders with the use of statistical data to help nutritional managers improve instructional goals.
4. FY 2021 – TBD



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## Environments

We will provide safe and productive environments that support the physical, emotional, academic, and social needs of the school and community and that create a culture of environmental responsibility.

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### **Action Plan 3.2**

**Use local foods in the school environment to support local economy and provide fresh foods for improved student wellness.**

### **Recommended Steps**

1. Identify individual school gardens; work cooperatively with each school cafeteria to promote foods grown by the school.
2. Identify sources for local foods and include them in the menu; define quality standards, procurement process, and delivery requirements.
3. Plan promotions centered around Farm to School Week and Virginia Agriculture Month in each school.
4. Train staff in Farm to School program, buying local, and food safety requirements.
5. Provide training to staff in the preparation of fresh produce (in lieu of canned and frozen).
6. Partner with the community in promoting fresh fruit and vegetable consumption through displays, farmer visits, taste testings.

# Environments



*Excellence by Design*

We will provide safe and productive environments that support the physical, emotional, academic, and social needs of the school and community and that create a culture of environmental responsibility.

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## **Action Plan 3.3**

**Assess the condition of school facilities to develop a comprehensive replacement, renovation, and construction plan that affords (1) the best value for the community, and (2) high quality learning environments for all learners.**

**Team Champions:** Prashant Shrestha and Greg Livesay

**Current Situation:** FCPS currently supports school facilities by following a Comprehensive Maintenance Plan (CMP) and a Cash-Capital Improvement Plan (CIP). A bond funded capital plan that includes the middle school modernization plan was approved by the school board in FY 2018.

### **Targeted Program Outcomes:**

1. FCPS works with all stakeholders and partners to develop a comprehensive facility maintenance, replacement, renovation, and construction plan that:
  - a. Affords the best value for the community
  - b. Provides high quality learning environments for all learners
2. Develop partnerships with school leaders to align the needs of instruction with the needs of an aging infrastructure.

### **Recommended Steps & Planned Milestones:**

1. FY 2018 – All FCPS school counselors will read and discuss the ASCA handbook.
2. FY 2019 – Develop a comprehensive plan that encompasses all the systems and infrastructure needs division-wide.
3. FY 2020 – Implement and operationalize the plan into a work management system that includes regular reporting and service level agreements.
4. FY 2021 – TBD



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## Environments

We will provide safe and productive environments that support the physical, emotional, academic, and social needs of the school and community and that create a culture of environmental responsibility.

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### **Action Plan 3.4**

**Upgrade facilities for energy and water efficiency and environmental sustainability.**

### **Recommended Steps**

1. Develop potential economically and technically feasible projects to improve energy and water efficiency and environmental impact.
2. Produce specific project descriptions and cost estimates.
3. Include energy and environmental improvement projects in the FCPS Capital Improvement and Comprehensive Maintenance Plans.
4. Implement and maintain approved and funded projects.



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## Environments

We will provide safe and productive environments that support the physical, emotional, academic, and social needs of the school and community and that create a culture of environmental responsibility.

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### **Action Plan 3.5**

**Reduce landfill waste through source reduction, reuse, and technology.**

### **Recommended Steps**

1. Develop and seek school board approval for a waste reduction policy.
2. Develop a regulation that implements the waste reduction policy, and provides programs and strategies that can be tailored specifically to each school.
3. Establish waste reduction goals annually for each school.
4. Provide each school with a report from Fauquier County Environmental Services which specifies the school's monthly waste and recycling weight data to enable schools to track waste reduction progress.
5. Develop and recommend incentives to recognize progress and encourage participation in meeting established goals.
6. Train custodians and school recycling designees in best recycling practices.
7. Encourage school nutrition staff to promote recycling by encouraging students to recycle (e.g., milk carton project) and promoting Earth Day
8. Establish paper reduction initiatives.

# Staffing



*Excellence by Design*

We will attract, hire, develop, and retain high-quality staff.

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## **Action Plan 4.1**

**Compensate employees equitably for work performed based on a competitive wage.**

## **Recommended Steps**

1. Set baseline (according to MIT: 1 adult is \$13.22; 1 adult/1 child is \$24.38 for Fauquier)
2. Meet with senior staff to determine goals and objectives
3. Compare actual salaries to baseline; adjust individual wages and scales; project cost for changes
4. Meet with senior staff to present findings and suggestions; come to consensus on final recommendations
5. Finalize and present to School Board

# Staffing



*Excellence by Design*

We will attract, hire, develop, and retain high-quality staff.

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## **Action Plan 4.2**

**Create opportunities for advancement of classified personnel using career ladders.**

## **Recommended Steps**

1. Meet with senior staff to identify classifications that would benefit from a career ladder and set objectives/overall principles for career ladders
2. HR staff develops career ladders; estimates cost of implementation; drafts policies for implementation
3. Meet with senior staff to review ladders and policies; make adjustments as necessary
4. Finalize and present to School Board

# Staffing



*Excellence by Design*

We will attract, hire, develop, and retain high-quality staff.

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## **Action Plan 4.3**

**Compensate employees equitably for supplemental duties.**

## **Recommended Steps**

1. Conduct market study of surrounding localities
2. Adjust existing supplements based on market findings
3. Establish new supplements based on market study and needs identified by senior staff
4. Present findings to senior staff
5. Finalize and present to School Board

We will attract, hire, develop, and retain high-quality staff.

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## **Action Plan 4.4**

**Redesign certified tuition reimbursement to encourage continued education and service longevity.**

## **Recommended Steps**

1. Research monies available to reinstate tuition reimbursement. Would it be a tiered reimbursement with the expectation to increase the amount set aside each year for a specific period of time.
2. Determine if it should be a “first come first serve” basis or if the program should be reintroduced to initially target high needs areas, such as math, science, or special education.
3. Determine if it would be beneficial to establish a cohort here.
4. Develop guidelines for reimbursement for certified staff:
  - a. To apply for tuition reimbursement, the certified staff member would need to meet the following criteria:
    - i. Tenured staff member
    - ii. Consistent overall evaluation rating of 3.0 or higher
    - iii. Written support of direct administrator
    - iv. Be enrolled in a certified program that will lead to additional certification(s)
    - v. Sign an agreement that if tuition reimbursement is received, the staff member must remain with Fauquier County Public Schools for at least three years after reimbursement or reimbursement would need to be returned to FCPS (pro-rated).

# Staffing



We will attract, hire, develop, and retain high-quality staff.

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## **Action Plan 4.5**

**Create classified tuition reimbursement program to encourage continued education and service longevity.**

## **Recommended Steps**

1. Research monies available to reinstate tuition reimbursement.
2. Determine if it should be a “first come first serve” basis or if the program should be reintroduced to initially target high needs areas, such as math, science, or special education.
3. Determine if the timing of implementation should parallel the implementation for certified staff.
4. Determine if it would be beneficial to establish a cohort here.
5. Develop guidelines for reimbursement for certified staff:
  - a. To apply for tuition reimbursement, the certified staff member would need to meet the following criteria:
    - i. Have at least three successful years with the school division
    - ii. Written support of direct administrator
    - iii. Be enrolled in a degree program that will lead to a Bachelor’s Degree
    - iv. Sign an agreement that if tuition reimbursement is received, the staff member must remain with Fauquier County Public Schools for at least three years after reimbursement or reimbursement would need to be returned to FCPS (pro-rated).



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## Staffing

We will attract, hire, develop, and retain high-quality staff.

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### **Action Plan 4.6**

**Grow teachers locally.**

### **Recommended Steps**

1. Work with high schools to form club activity.
2. Stay in contact with individuals from high school program who are interested in teaching.
3. Research ways to offer localized scholarships that would encourage Fauquier Graduates to return.

We will attract, hire, develop, and retain high-quality staff.

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## **Action Plan 4.7**

### **Enhance the mentoring program.**

## **Recommended Steps**

1. Using funds from the Apple Federal Credit Union Education Foundation grant funds to help support this program, a differentiated level of mentoring support will be introduced based on level of previous experience.
2. All new teachers will receive mentoring support; however, the intensity of support will differ for zero year teachers.
3. We will also implement a modified mentoring program for new instructional assistants.
4. Based on survey data from 2014-2015, there will be additional training in place for mentors as well as a systemic manner in which mentors are selected.
5. New teachers will also participate in more extensive division level training on those items identified in the 2014-2015 survey as areas where more support is needed. Those areas include goal setting, understanding the evaluation process, developing lesson plans for units and planning instruction for children with IEPs, handling challenging discipline situations and understanding how to handle various crisis situations.
6. Surveys will be conducted in the fall and spring for both mentors and mentees.
7. Plan social events for new teachers and instructional assistants. Examples of those events might include a cook-out/trail ride, dinner and twinkling lights at Airlie, and a family picnic at Goldvein Gold Mine Park.
8. Develop communications with area businesses and other county departments and schools, such as a weekly/monthly “Here’s What’s Happenin’,” for employees to feel more connected to the community.

# Staffing



We will attract, hire, develop, and retain high-quality staff.

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## **Action Plan 4.8**

**Create a rewards program to encourage employees to submit suggestions that will save FCPS money or materials.**

## **Recommended Steps**

1. Create a form (hard copy and online) for suggestion submission.
2. Define a protocol for evaluation and approval of suggestions.
3. Define reward system for ideas used which are effective.
4. Create a policy and procedure for program.
5. Evaluate program for effectiveness.

We will attract, hire, develop, and retain high-quality staff.

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## **Action Plan 4.9**

**Redesign evaluation systems for classified employees.**

## **Recommended Steps**

1. Form a steering committee.
2. Conduct a review of current literature and research for evaluation methods and instruments, including a search for national norms.
3. Create/attain a Human Resources system that electronically houses performance evaluation records.
4. Develop an auditing process of evaluation data to ensure consistency across schools/environments.
5. Review current teacher evaluation rubric and design an objective evaluation form to document performance.
6. Create a classified evaluation rubric (specific to position and classification) and coordinating objective evaluation form to document performance.
7. Develop a personal/professional growth timeline template for all employees to use in planning future growth opportunities.
8. Create an incentive program to reward performance with pay.
9. Provide training for managers and employees.
10. Evaluate the effectiveness of the evaluation process and tools.
11. Revise process and tools as needed.



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## Staffing

We will attract, hire, develop, and retain high-quality staff.

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### **Action Plan 4.10**

**Develop succession planning and leadership.**

### **Recommended Steps**

1. Identify key leadership roles that may be vacant in the next 3-5 years.
2. Offer leadership training programs and opportunities to grow staff to fulfill these future vacancies.

We will attract, hire, develop, and retain high-quality staff.

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## **Action Plan 4.11**

### **Implement the Munis HR/payroll system.**

## **Recommended Steps**

1. Move to electronic timekeeping to replace blue timesheets for non-exempt employees.
  - a. Set-up system with appropriate workflows and business rules
  - b. Train employees on time and leave entry
  - c. Train time and leave approvers on how to review and approve time
  - d. Define the process of how employees enter time and how it is processed through payroll
2. Move to electronic leave submission for all employees – integrating Munis ePortal leave requests and maximizing AESOP
  - a. Train non-AESOP users on entering leave in Fauquier ePortal
  - b. Maximize AESOP by establishing workflow and business rules for leave entry and approval
3. Use Munis as the system of record for all other systems the school division uses
  - a. Pull employee data from Munis for Notification systems
  - b. Pull employee data from Munis for Certification systems
4. Improve Applicant Tracking in Munis for the end-user
  - a. Develop ways that it is functional and user friendly for hiring managers to have access to their applications.

# Communication



We will ensure effective internal and external communication and involvement.

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## **Action Plan 5.1**

**Improve the division on-line parent portal to enhance the digital experience and school service portfolio for families.**

**Team Champions:** Louis McDonald, Major Warner, Frank Finn, Amy Acors, and Prashant Shrestha

**Current Situation:** The division student information system (SIS) was implemented in FY 2017 and provides a parent portal in addition to a central repository for all student information. This system is currently live and continuous to evolve with ongoing improvements that enhance the user experience and improve data quality.

### **Targeted Program Outcomes:**

1. Centralized data management tool and communication tool between the school division and families.

### **Recommended Steps & Planned Milestones:**

1. FY 2018 – Project is complete
2. FY 2019 – Research additional technology improvements to enhance online services and communication with students and families (i.e. digital signatures and online management of student fees)
3. FY 2020 – TBD
4. FY 2021 – TBD
5. FY 2022 – TDB

# Communication



We will ensure effective internal and external communication and involvement.

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## **Action Plan 5.2**

**Make personal contact with each student's family either before school begins or within the first two weeks of the new semester (high school).**

## **Recommended Steps**

1. Develop and provide a listing of various ways that schools can use to ensure that positive contact is made with the parent of each student either before school begins or within the first two weeks of each new semester for high schools.
2. Principals will verify that teachers provide a method of open communication with parents to allow for any questions or concerns that may arise during the school year.
3. Consider incorporating principal forums at each school.

# Communication



We will ensure effective internal and external communication and involvement.

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## **Action Plan 5.3**

**Expand the volunteer program at each school to include (but not be limited to) parents, community members, retired teachers, senior citizens, businesses, and students.**

## **Recommended Steps**

1. The Office of Communication will survey other industries and organizations that already use volunteers successfully and formulate plans using best practices.
2. The Office of Communication will work with schools and community organizations to develop projects wherein students reach out to the community and other schools.
3. The Office of Communication will establish a relationship with local and state civic and professional organizations.
4. Schools will identify and establish relationships with local businesses to build partnerships.
5. Schools will invite volunteers as guest speakers in the classroom on curriculum-related topics.
6. The Human Resource Department will process all volunteers according to Fauquier County policies.
7. Provide information to parents indicating when and where volunteers are needed.

# Communication



We will ensure effective internal and external communication and involvement.

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## **Action Plan 5.4**

**Establish a Parent Resource Area at each school.**

## **Recommended Steps**

1. Principal determines availability of space and designates a space for the distribution of approved materials.
2. Acquire books, brochures, and other resources focused on student and parenting success.
3. Coordinate with the school's volunteer program to staff, maintain, and organize the Parent Resource Area (PRA).
4. Assess different models, such as on-line and other virtual models.

# Communication



We will ensure effective internal and external communication and involvement.

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## **Action Plan 5.5**

**Establish an approach for stakeholder involvement at each school. The intent is to promote community advocacy and support, not fundraising, through collaborative efforts.**

## **Recommended Steps**

1. Each principal is encouraged to form a team (possible members include parents, students, teachers, business representatives and community leaders) to serve the interest of every child and strive for meaningful involvement of others.
2. Teams meet on a periodic basis to support a community involvement plan which best serves the individual school.
3. In turn, community members may offer students mentoring or career shadowing experiences.
4. Look for programs that promote parent involvement with schools and students.

We will ensure effective internal and external communication and involvement.

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## **Action Plan 5.6**

**Enhance the virtual environment for 21<sup>st</sup> century learning to serve the needs of students, teachers, and administrators.**

**Team Champions:** Louis McDonald and Major Warner

**Current Situation:** The division continues to expand central enterprise systems for digital services and investigate new innovative enhancements to improve service levels for customers.

### **Targeted Program Outcomes:**

1. Establishment of a central learning management system (currently Blackboard).
2. Augment the use of the enterprise learning management system to provide an environment for digital content creation and collaboration.

### **Recommended Steps & Planned Milestones:**

1. FY 2018 – Expand and coordinate the use of Blackboard as central learning management system and standardize use by schools and families.
2. FY 2019 – Research additional technology improvements to enhance online services (i.e., Google Suite for Education and Office 365).
3. FY 2020 – Standardize models for assessment and intervention used by schools to support equity in student learning services.
4. FY 2021 – TBD
5. FY 2022 – TBD

## Communication

We will ensure effective internal and external communication and involvement.

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### **Action Plan 5.7**

**Consider requiring internships, service hours, and/or mentoring opportunities as requirements for graduation.**

### **Recommended Steps**

1. Identify community partnerships to host interns and provide community service opportunities to students.
2. Develop mentoring programs for students designed for the unique needs of each high school.

# Communication



We will ensure effective internal and external communication and involvement.

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## **Action Plan 5.8**

**Strengthen internal communications.**

## **Recommended Steps**

1. Review the current internal communication framework to ensure:
  - a. Clear, informative and engaging two-way communications
  - b. Simplified structure
  - c. Promotion of two-way feedback with employees
  - d. Utilize verbal communication as the default, particularly when the matter being communicated is difficult, important, and/or contentious
  - e. Communicate concerns and/or critical information in a timely matter.
  - f. Maintain professionalism and confidentiality when communicating with colleagues.
2. Determine where gaps in internal communication are occurring and share those communication issues directly with those involved.



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## Resources

We will be accountable, system wide, to manage our resources effectively and to allocate them wisely to achieve our mission.

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### **Action Plan 6.1**

**Establish a full-time scholarship, financial aid, and career placement position to assist high school students.**

### **Recommended Steps**

1. Develop a description and job duties for position.
2. Determine if one position or one for each high school is needed.
3. Identify funding sources to support the position.
4. Obtain school board approval for the position(s).
5. Advertise and fill the position(s).
6. Report accomplishments through internal and external sources.



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## Resources

We will be accountable, system wide, to manage our resources effectively and to allocate them wisely to achieve our mission.

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### **Action Plan 6.2**

**Streamline FCPS business services and support to enhance focus on instruction by creating efficient transactions across the division.**

**Team Champions:** Prashant Shrestha, Jon Munch, and Sue Monaco

**Current Situation:** The division continuously evaluates and explores improvements for business services to customers.

### **Targeted Program Outcomes:**

1. Establish a division-wide P-Card system
2. Create training and collaborative opportunities for bookkeepers and school support staff that provide business services to instructional leaders

### **Recommended Steps & Planned Milestones:**

1. FY 2018 – Begin pilot P-Card program for school division.
2. FY 2019 – Deploy division-wide training and implementation of P-Card Program.
3. FY 2020 – Investigate the expansion of online payment systems for customers.
4. FY 2021 – TBD
5. FY 2022 – TBD



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## Resources

We will be accountable, system wide, to manage our resources effectively and to allocate them wisely to achieve our mission.

---

### **Action Plan 6.3**

**Create a grant coordinator position to identify and apply for federal, state, and private grants for program and material support.**

### **Recommended Steps**

1. Develop a description and job duties for a grant coordinator position to include, but not be limited to, researching and applying for federal, state, and private grants and coordinating business partnerships within the school division.
2. Identify funding sources for the position.
3. Obtain school board approval for the position.
4. Advertise and fill the position.
5. Provide feedback via internal reports, School Board reports, and media releases concerning effectiveness.



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## Resources

We will be accountable, system wide, to manage our resources effectively and to allocate them wisely to achieve our mission.

---

### **Action Plan 6.4**

**Expand after-hours use of facilities.**

### **Recommended Steps**

1. Establish a focus group of stakeholders (e.g. school administrator, community, county).
2. Develop use case scenarios for how different facilities within a school might be used (e.g. library for access to Internet).
3. For each scenario develop a value proposition.
4. Evaluate scenarios for recommend adoption.
5. Review School Board Policies against scenarios for possible conflicts. Recommend changes to policies if needed.
6. Present to School Board for approval.
7. Communicate new offerings.



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## Resources

We will be accountable, system wide, to manage our resources effectively and to allocate them wisely to achieve our mission.

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### **Action Plan 6.5**

#### **Increase community outreach.**

### **Recommended Steps**

1. Offer a community outreach stipend at each school for the following responsibilities:
  - A. Scheduling classroom speakers from within the community
  - B. Developing opportunities for more community involvement between schools and stakeholders
  - C. Coordinating opportunities for students to give back to the community through internships, community service, and volunteerism.

## Aspirations 2.1 -DRAFT- Action Plans

### Action Plan Description

Year 1	Year 2	Year 3	Year 4
<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>

### Plan Champion

#### Academics

**We will meet the academic needs of each learner preK-12 through engaging and relevant instruction.**

1.1	Provide a needs-based pre-school program using the Virginia Pre-School Initiative (VPI) funding.	X	X			Randy Corpening & Kristen McAuliffe
1.1	Continue to develop and deepen the community's needs-based pre-school program with Virginia Pre-School Initiative (VPI) funding and community partnerships.			X		Randy Corpening & Kristen McAuliffe
1.2	Provide on-going professional development and standard protocols that address (1) quality, rigorous instruction for all students; (2) a tiered system of support for students; and (3) achievement disparities among student groups.	X	X			Sandra Mitchell, Frank Finn, Carolyn Lamm, Laura Hoover, Steve Payne, and Jane Grove
1.2.A	Provide intentional professional learning for all staff that aligns with school division goals, and continue to monitor implementation of evidence based practices and protocols that address quality and rigorous instruction for all learners. <i>[A] Provide professional development that ensures quality and rigorous instruction for all students.</i>			X		Major Warner, Frank Finn, Amy Acors, Carolyn Lamm, Jane Grove, Ann Alexander, Saralyn Aylor, and Steve Payne
1.2.B	Provide intentional professional learning for all staff that aligns with school division goals, and continue to monitor implementation of evidence based practices and protocols that address quality and rigorous instruction for all learners. <i>[B] Train staff to use a tiered system of supports for students in order to eliminate equity and achievement disparities among student groups.</i>			X		Major Warner, Frank Finn, Amy Acors, Carolyn Lamm, Jane Grove, Ann Alexander, Saralyn Aylor, and Steve Payne
1.3	Offer targeted support for post-secondary education to all students with specific attention to students from traditionally underrepresented groups.	X	X			Amy Acors & Sarah Frye
1.3	Offer targeted support for post-secondary planning to all students with specific attention to students from traditionally underrepresented groups.			X		Major Warner, Sarah Frye, and Amy Acors
1.4	Equip FCPS classrooms, libraries, and other learning spaces with technology tools that will enhance student engagement and deepen students' understanding of content.					
1.4	Reimagine FCPS learning spaces with furniture, equipment, and technology that will enhance student engagement and deepen students' understanding of content.			X		Major Warner, Louis McDonald, Patty Kershaw, Sarah Frye, Amy Acors, and Prashant Shrestha
1.5	Examine advanced studies programs K-12 to determine if they are meeting the needs of gifted and advanced learners.					
1.5	Examine advanced studies programs K-12 to determine if they are meeting the needs of all learners with specific attention to traditionally underrepresented groups.			X		Major Warner, Ladona Gorham, and Steve Payne
1.6	Review and refine K-12 world language and international programs.					
1.6	Review and refine K-12 world language and international programs to benefit all learners and student groups.			X		Major Warner and Saralyn Aylor

1.7	Develop a program for high school seniors to research, write, and present an end-of-year capstone project to include a volunteer, internship or career shadowing learning experience.					
1.7	Use the Portrait of a Virginia Graduate to develop a program for high school seniors to research, write and present an end-of-year capstone project and K12 digital portfolio that includes volunteer, internship and/or career shadowing learning experience.			X		Major Warner, Amy Acors, and FCPS Innovation Team
1.8	Expand and review electives, exploratory courses, and before and after-school programs with a focus on the following: enriching and expanding all students' school experience; content integration; student interest; college and career readiness; global relevancy; and performance-based opportunities.					
1.8	Review and expand electives, exploratory courses, and before-and after-school programs with focus on the following: enriching and expanding all students' school experiences, content integration, student interest, global relevancy, and performance based-opportunities.			X		Major Warner, Amy Acors, Ladona Gorham, Saralyn Aylor, Sarah Frye, and Nikki Jenkins
1.9	Enable all Fauquier County Public Schools students to attend one visual/performing arts program at each level (elementary, middle, and high).					
1.9	Enable all FCPS students to attend and/or participate in visual and performing arts classes, activities, and performances throughout their FCPS experience.			X		Major Warner and Ladona Gorham
1.10	Develop a protocol to evaluate program effectiveness using established statistical analysis protocols.					
1.10	Expand the scope of the office of assessment to include technical and implementation support of data tools used by schools to impact effective delivery of core instruction and tiered support designed to improve student outcomes and decrease disparities.			X		Major Warner, Frank Finn, Les Baggavay and Carolyn Lamm

## Student Support

**We will engage our schools and larger community to teach prosocial skills and provide tiered supports promoting development of responsible practices, social-emotional wellness, and positive character traits for each student.**

2.1	Implement a tiered Restorative Justice (RJ) program with targeted training and coaching.	X	X			Carolyn Lamm
2.1	Implement a tiered Restorative Justice (RJ) program with targeted training and coaching to improve the academic experience of all learners.			X		Frank Finn, Carolyn Lamm and Amy Acors
2.2	Create a division-wide program to promote critical thinking about and dissemination of the influence of media to fellow students, staff and parents, resulting in an increased awareness of the role of media on character development.					
2.3	Implement a system of evidence-based instruction and tiered supports to build students' interpersonal skills and self-management skills.	X	X			Carolyn Lamm
2.3	Implement a system of evidence-based instruction and tiered supports to develop every student's interpersonal and self-management skills for learning in the 21st century.	X	X			Frank Finn and Carolyn Lamm
2.4	FCPS school counselors will implement evidence-based supports which align with the American School Counselor Association (ASCA) model, specifically addressing the four quadrants of foundation, delivery, management, and accountability.	X	X			Carolyn Lamm
2.4	FCPS school counselors will implement evidence-based supports to serve all student needs.			X		Frank Finn and Carolyn Lamm

## Environments

**We will provide safe and productive environments that support the physical, emotional, academic and social needs of the school and community and that create a culture of environmental responsibility.**

3.1	Provide balanced food choices, reasonable access to competitive foods, and a consistent message that optimizes healthy lifestyles.	X	X			April Plummer
3.1	Provide balanced food choices, reasonable access to competitive foods, and a consistent message that optimizes healthy lifestyles for all students.			X		Prashant Shrestha and April Plummer
3.2	Use local foods in the school environment to support local economy and provide fresh foods for improved student wellness.					
3.3	Assess the condition of school facilities to include major systems and buildings; develop and maintain a comprehensive replacement and renovation plan to use in capital planning.	X				Greg Livesay
3.3	Assess the condition of school facilities to develop a comprehensive replacement, renovation, and construction plan that affords (1) the best value for the community and (2) high quality learning environment for all learners.	X				Prashant Shrestha and Greg Livesay
3.4	Upgrade facilities for energy and water efficiency and environmental sustainability.					
3.5	Reduce landfill waste through source reduction, reuse, and technology.					

## Staff

### We will attract, hire, develop, and retain high quality staff.

4.1	Compensate employees equitably for work performed based on a competitive wage.					
4.2	Create opportunities for advancement of classified personnel using career ladders.					
4.3	Compensate employees equitably for supplemental duties.					
4.4	Redesign certified tuition reimbursement to encourage continued education and service longevity.					
4.5	Create classified tuition reimbursement program to encourage continued education and service longevity.					
4.6	Grow teachers locally.					
4.7	Enhance the mentoring program.	X	X			Janelle Downes and Mary Wyckoff
4.8	Create a rewards program to encourage employees to submit suggestions that will save FCPS money or materials.					
4.9	Redesign evaluation systems for classified employees.	X	X			Janelle Downes and Mary Wyckoff
4.1	Develop succession planning and leadership.					
4.1	Implement the Munis HR/payroll system.	X	X			Janelle Downes and Mary Wyckoff

## Communication

### We will ensure effective internal and external communication and involvement.

5.1	Establish an on-line parent portal for updating student contact and medical information (address, phone numbers, emails, medical alerts) for district and school routine and emergency communication.	X	X			Louis McDonald
5.1	Improve the division on-line parent portal to enhance the digital experience and school service portfolio for families.			X		Louis McDonald, Major Warner, Frank Finn, Amy Acors, and Prashant Shrestha
5.2	Make personal contact with each student's family either before school begins or within the first two weeks of the new semester (high school).					
5.3	Expand the volunteer program at each school to include (but not be limited to) parents, community members, retired teachers, senior citizens, businesses, and students.	X	X			Senior Staff
5.4	Establish a Parent Resource Area at each school.					
5.5	Establish an approach for stakeholder involvement at each school. The intent is to promote community advocacy and support, not fundraising, through collaborative efforts.					
5.6	Implement a virtual learning community for students, teachers, and administrators.	X	X			Louis McDonald
5.6	Enhance the virtual environment for 21st century learning to serve the needs of students, teachers, and administrators.			X		Louis McDonald, Major Warner, Frank Finn, Amy Acors, and Prashant Shrestha
5.7	Consider requiring internships, service hours, and/or mentoring opportunities as requirements for graduation.					
5.8	Strengthen internal communication.					

**Resources**

**We will be accountable, system-wide, to manage our resources effectively and to allocate them wisely to achieve our mission.**

6.1	Establish a full-time scholarship, financial aid, and career placement position to assist high school students.					
6.2	Streamline the FCPS procurement process.	X	X			Prashant Shrestha and Sue Monaco
6.2	Streamline FCPS business services and support to enhance focus on instruction by creating efficient financial transactions across the division.			X		Prashant Shrestha, Jon Munch, and Sue Monaco
6.3	Create a grant coordinator position to identify and apply for federal, state, and private grants for program and material support.					
6.3	Provide a resource to the business team that will improve support for division-wide grant administration and provide business continuity and increased capacity for school business services and support.			X		Prashant Shrestha
6.4	Expand after-hours use of facilities.					
6.5	Increase community outreach.					

**Legend**



Original Action Plan in Place.

Revised Draft Action Plan for School Board Consideration.