



EXCELLENCE EQUITY & OPPORTUNITY

2023-30 STRATEGIC PLAN



Fairfax County
PUBLIC SCHOOLS



Hello FCPS Community,

After many months of hard work and input from students, staff, families, and community members, we are excited to share the FCPS Strategic Plan with you.

This plan will be our North Star for how we ensure excellence, equity, and opportunity for each and every student from now through 2030.

One of the highlights you will read about is the tremendous support that we received from our community. We've reviewed more than 100,000 feedback survey responses and hosted more than 65 planning team and community meetings. This has truly been a collaborative effort, and we thank all of you for joining us on this important journey. Learning happens best in community!

Your feedback guided us toward goals that ensure our youngest students have a strong academic start, and our graduates will thrive in any path they choose for their future. We remain committed to providing an environment where students feel safe, supported, included, and empowered throughout their education. We will continue to emphasize the academic growth and excellence that has long been a point of pride for the Fairfax County community. Finally, we will focus on ensuring that each and every student has equitable access and opportunity in our schools.

We are confident this plan will guide us to the mountaintop of educational excellence, inspiring our students to shine brightly, as they fulfill their unique dreams and greatest potential. Together, all things are possible!

Warmest Regards,
Michelle C. Reid, Ed.D
Division Superintendent

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 • MEASURES • EQUITY COMMITMENTS

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.

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

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

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.

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

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

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.

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

- A. 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)
- B. Growth and performance on state/national/international assessments in reading, math, social studies, and science
- C. Successful completion of Algebra 1 by 8th Grade
- D. 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.)
- E. Growth with evidence in at least one/two self-identified Portrait of a Graduate skills, annually
- F. Students reading on grade level by the end of 3rd Grade

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.

4

EQUITABLE ACCESS AND OPPORTUNITY

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

MEASURES

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

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.

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

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

2022-23 Strategic Planning Process

FCPS engaged 117,089 parents/caregivers, staff, students, and community members so they could share their diverse perspectives and lend their voices to the development of the plan.

28,669

Survey Responses
from parents/caregivers, staff,
and community

92,939

Student Engagement
survey and focus
group responses

65+

Planning Team Meetings &
Community Engagements
including parents/caregivers
held across 11 teams



“ This is what Fairfax County truly cares about and prioritizes, and this is what we hope to see in the future. ”
FCPS STUDENT

“ I feel very optimistic about our schools and impressed by the attempt to include multiple perspectives. I enjoyed working with my table group and connecting with different community groups who support FCPS. ”
FCPS PARENT

“ There were so many perspectives and points of view in the room, it truly helped us to understand that we may not all have the same vision, but we all want the same result which ultimately is academic achievement, school success and student joy. ”
FCPS TEACHER

“ We had many forms of data. The one that really stuck out to me was really understanding some of the achievements of different diverse groups across the county. ”
FCPS COMMUNITY MEMBER

THANK YOU 2022-23 SCHOOL BOARD

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|---|--|--|---|--|---|
| | | Rachna Sizemore Heizer <i>Chair and Member-at-Large</i> | | Tamara Derenak Kaufax <i>Vice-Chair, Franconia District</i> | |
| Megan McLaughlin <i>Braddock District</i> | Elaine Tholen <i>Dranesville District</i> | Melanie K. Meren <i>Hunter Mill District</i> | Ricardy Anderson <i>Mason District</i> | Karen Corbett Sanders <i>Mount Vernon District</i> | Karl Frisch <i>Providence District</i> |
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