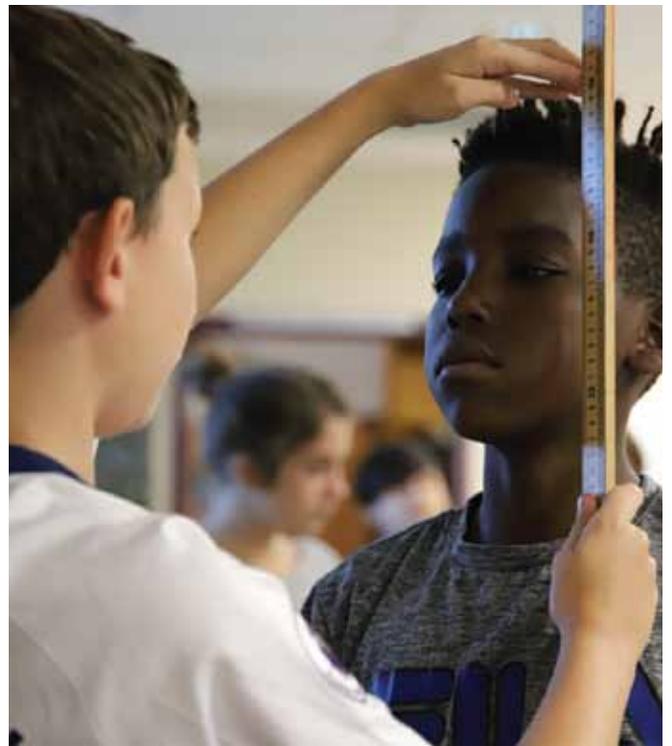
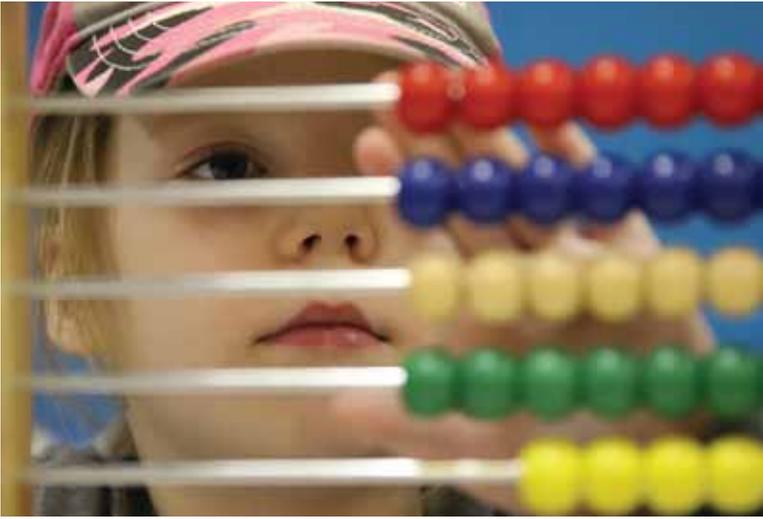


FAYETTEVILLE PUBLIC SCHOOLS 2019 - 2023

STRATEGIC PLAN



FAYETTEVILLE
PUBLIC SCHOOLS
SINCE 1871





A PLAN FOR

STUDENT SUCCESS

Over the course of the past five years, the Fayetteville Board of Education has sought community input and expertise in developing a plan for the success of Fayetteville Public Schools.

Beginning with “Framing Our Future,” a large-scale community outreach and input initiative involving over 300 community and staff members, and culminating with intensive board training and education, a comprehensive plan was developed to ensure the success of our students for the future.

The Fayetteville Board of Education adopted a new Vision, Mission, and Core Values that highlight the district’s emphasis on trust, inclusivity, safety, high expectations, and a deep connection with our community.

The Strategic Plan identifies the priorities and administrative direction for our district in line with the Vision, Mission, Values, and Goals. The goals are focused within three primary areas: Teaching & Learning, Student & Faculty Support, and Facilities & Systems.

This four-year plan is a dynamic document that will define and guide our decision-making and priorities at the district and school level. We will measure the effectiveness of our plan and make real-time adjustments, continually seeking the best outcomes for our students. Year one, we will set the stage; years two through four, we will evaluate our progress.

We invite you to join us on this journey. We are **one Fayetteville**, poised, prepared, and planning for success.

A young girl with dark curly hair and glasses is looking down at a blue abacus calculator. The background is a soft-focus image of other children in a classroom setting.

FAYETTEVILLE PUBLIC SCHOOLS

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2019 - 2020

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Superintendent

OUR VISION

Fayetteville Public Schools is the trusted leader
in Arkansas public education
where every student achieves his or her full potential.

OUR MISSION

We will personalize learning and exceed expectations every day
in an inclusive and safe environment.

OUR CORE VALUES

Excellence

outstanding quality and value

Leadership

intentional initiative and influence

Inclusion

variety and diversity

Community Engagement

community connection and involvement

Integrity

internal consistency and sincerity



**FAYETTEVILLE
PUBLIC SCHOOLS**
SINCE 1871

A PLAN FOR ACCOMPLISHMENT

LEADERSHIP



This Strategic Plan is the culmination of the tremendous effort of our board members, our community, and our staff members. We believe that it upholds the tradition of excellence for which Fayetteville Public Schools is widely known, while putting an increased emphasis on equity, diversity, and inclusion. Over the course of the coming years, our stakeholders will witness the transformation of our district to a new level of success - exemplified through student achievement. We invite your partnership and your support.

John L Colbert, Ed.D., Superintendent



Fayetteville Public Schools is poised to enter a new era of achievement. The district's new mission, vision, and goals highlight the possibilities for our district and provide a path to increased accomplishment for our students. The Board is grateful to our community and our district leadership for their expertise in outlining and defining the student and staff success portrayed throughout the Strategic Plan. I look forward to observing the unprecedented growth of our students and our district as we move forward with the guidance of this important plan.

Justin Eichmann, President, Board of Education

GOALS

GOAL ONE

TEACHING & LEARNING

All students will have equitable access and support to excel in personalized learning experiences and to meet academic challenges.

GOAL TWO

STUDENT & FACULTY SUPPORT

All students, with support, will set and monitor academic and career goals in order to achieve their full potential.

GOAL THREE

STUDENT & FACULTY SUPPORT

All students will learn in a culture of integrity, honesty, and trust.

GOAL FOUR

FACILITIES & SYSTEMS

All students will have equitable, financially sustainable access to safe and innovative physical and technological resources.

GOAL ONE

All students will have equitable access and support to excel in personalized learning experiences and to meet academic challenges.

RATIONALE

Fayetteville Public Schools welcomes all children and recognizes the wide range of experience and opportunity available to them outside of school. By identifying and eliminating practices within our schools that reinforce any gaps students may experience while simultaneously providing all children with varied experiences, engaging curriculum, and positive role models, we become a driving force for equity in our community.

OBJECTIVES to reach GOAL ONE

- 1.1.** Students will achieve equitable rates of growth as measured by standardized assessments.
- 1.2.** Students will participate in a variety of learning experiences that reinforce rigor.
- 1.3.** Students will experience rigorous, aligned curriculum and access to resources that will enrich their learning opportunities.
- 1.4.** The district will identify and address inequities and inconsistencies in providing equal opportunities for all students, including increased advanced course enrollment by underrepresented populations.





GOAL ONE

MEASURES

Objectives in this goal will be measured using student achievement data on several standardized assessments. These assessments include ACT Aspire, Measures of Academic Progress (MAP), and Advanced Placement (AP). Survey data will also be used to determine progress for some goals as well as information from course and club enrollment.

1.1. Students will achieve equitable rates of growth as measured by standardized assessments.

Metric	Measurement Tool	Baseline Data	Outcome
1 3rd - 10th grade students demonstrating Reading proficiency	Percentage of students at each grade who score Ready or Exceeds in Reading on ACT Aspire	Reading: 2017-2018 Class of 2027: 49% Class of 2026: 58% Class of 2025: 55% Class of 2024: 66% Class of 2023: 54% Class of 2022: 59% Class of 2021: 58% Class of 2020: 48%	Grades 3-5 increase by 5% per year Grades 6-8 increase by 3% per year Grades 9-10 increase by 2% per year
2 3rd - 10th grade students demonstrating Math proficiency	Percentage of students at each grade who score Ready or Exceeds in Math on ACT Aspire	Math: 2017-2018 Class of 2027: 72% Class of 2026: 67% Class of 2025: 63% Class of 2024: 72% Class of 2023: 60% Class of 2022: 53% Class of 2021: 51% Class of 2020: 43%	Grades 3-5 increase by 5% per year Grades 6-8 increase by 3% per year Grades 9-10 increase by 2% per year
3 3rd - 10th grade students demonstrating Science proficiency	Percentage of students at each grade who score Ready or Exceeds in Science on ACT Aspire	Science: 2017-2018 Class of 2027: 55% Class of 2026: 54% Class of 2025: 59% Class of 2024: 65% Class of 2023: 57% Class of 2022: 51% Class of 2021: 49% Class of 2020: 48%	Grades 3-5 increase by 5% per year Grades 6-8 increase by 3% per year Grades 9-10 increase by 2% per year
4 The achievement gap by content area in grades 3-10	Percent of economically disadvantaged students scoring Ready or Exceeds on ACT Aspire	ELA: 2017-2018 Class of 2027: 40% Class of 2026: 36% Class of 2025: 35% Class of 2024: 40% Class of 2023: 34% Class of 2022: 36% Class of 2021: 36% Class of 2020: 30% Math: 2017-2018 Class of 2027: 54% Class of 2026: 49% Class of 2025: 43% Class of 2024: 57% Class of 2023: 40% Class of 2022: 35% Class of 2021: 29% Class of 2020: 19%	An increase in the percentage of economically disadvantaged students scoring Ready or Exceeds on the ACT Aspire

Metric	Measurement Tool	Baseline Data	Outcome
5 Number of K-2 students required to have intensive reading intervention plans	MAP scores for grades K-2	2018-2019 18% of students scored in the 20th percentile or lower	A decrease in the percentage of students by cohort required to have intensive reading intervention plans from the fall semester to the spring semester each year
6 Schools achieving 80.00 in their ESSA growth scores including each subgroup	ESSA Growth	2017-2018 73.3% of our schools are at 80.00	100% of schools will achieve at least an 80.00 in their ESSA Growth Scores and in each subgroup
7 Student attendance in each school	ESSA Student Engagement (Attendance)	2017-2018 District Average: 73	FPS will increase Student Engagement Scores in all schools
8 Percentage of English Learners who are considered on track for English proficiency	English language proficiency value-added scores (ELP VAS)	Baseline established 2019-2020	Each school will have at least an 80.00 ELP VAS annually

1.2. Students will participate in a variety of learning experiences that reinforce rigor.

Metric	Measurement Tool	Baseline Data	Outcome
1 Percentage of 9th - 12th graders taking Advanced Placement (AP) courses	Enrollment in AP Courses	Baseline established 2019-2020	FPS will increase the percentage of 9th - 12th grade students enrolled in AP courses and AP Exams
2 Percentage of AP students scoring a 3 or higher on AP Exams	AP Exams	2017-2018 71.7% with 1,550 AP exams taken	Continue to perform above the national average by percentage of AP scores above a 3. (National average is currently 61%, Arkansas average is 32%)
3 Number of concurrent college credit and delivery options available to FPS students	Concurrent Credit options and delivery methods available	Baseline established 2019-2020	FPS will increase the number of concurrent college credit options and delivery methods
4 Number of students participating in Career and Technical Education (CTE) courses	CTE enrollment data	Baseline established 2019-2020	FPS will increase the number of students participating in CTE courses
5 CTE courses aligning with business and industry workforce needs (as supported by data) available to FPS students	Number of CTE courses offered in FPS. (reference objective 3.4)	Menu of CTE courses (including data around alignment/misalignment with identified local partnership workforce needs)	Increase the number of CTE courses available to FPS students which align with business and industry workforce needs as supported by data

1.3. Students will experience rigorous, aligned curriculum and access to resources that will enrich their learning opportunities.

Metric	Measurement Tool	Baseline Data	Outcome
1 District-wide curriculum alignment in all subject areas	Curriculum Review	Curriculum Review Cycle	Guaranteed, vertically and horizontally aligned curriculum Consistency of materials from classroom to classroom district-wide
2 Professional Learning supporting the effective implementation of the FPS curriculum	Professional Learning Plan	2018-2019 All math teachers trained in FPS curriculum	Teachers are trained in new curriculum as content areas are completed
3 Grade inflation rate will not exceed 20%	Grade inflation will be calculated with a baseline of GPA of 3.0 and Composite ACT of 19	Class of 2019	At least 80% of graduates with a 3.0 GPA will have an ACT score of at least 19

1.4. The district will identify and address inequities and inconsistencies in providing equal opportunities for all students, including increased advanced course enrollment by underrepresented populations.

Metric	Measurement Tool	Baseline Data	Outcome
1 Percentage of underrepresented students enrolled in the high school AP Program and advanced courses in middle and junior high schools	Percentage of underrepresented students enrolled in AP and advanced courses by school	Baseline established 2019-2020	Enrollment in high school AP Program and advanced courses in middle and junior high will reflect school demographics
2 Percentage of underrepresented students participating in athletics, fine arts, co-curricular, and club opportunities	Percentage of underrepresented students participating in athletics, fine arts, co-curricular, and club opportunities	Baseline established 2019-2020	Participation in athletics, fine arts, co-curricular, and club opportunities will reflect school demographics
3 Percentage of underrepresented students participating in the Gifted and Talented Program (GT)	GT enrollment numbers by demographic	Baseline established 2019-2020	GT enrollment numbers will reflect school demographics
4 Percentage of underrepresented students participating in concurrent credit courses	Concurrent credit course enrollment by demographic	Baseline established 2019-2020	Enrollment in courses carrying concurrent credit will reflect high school demographics
5 Percentage of underrepresented students participating in CTE courses	CTE course enrollment by demographic	Baseline established 2019-2020	Enrollment in CTE courses will reflect high school demographics

GOAL TWO

All students, with support, will set and monitor academic and career goals in order to achieve their full potential.



RATIONALE

The ability to set personal goals as well as to anticipate and plan to overcome obstacles to the achievement of those goals is vital to students' ability to determine the course of their own lives. Teaching these skills explicitly and facilitating their practice through internal district processes and community experiences supports students' college, career, and personal success.

OBJECTIVES to reach GOAL TWO

2.1. Schools will use early warning indicators to identify and support struggling learners.

2.2. The district will develop and maintain an enrollment and scheduling process that effectively facilitates progress toward individualized career goals and academic planning for high school students.

2.3. The district will develop career-focused pathways and increased access to relevant career experiences through internships, industry certifications, soft skills, and community service opportunities.





GOAL TWO

MEASURES

To monitor progress for the objectives in this goal, data will be gathered from course enrollment, course grades, and other information collected and produced by both the school district and the Arkansas Department of Education.

2.1. Schools will use early warning indicators to identify and support struggling learners.

Metric	Measurement Tool	Baseline Data	Outcome
1 Early warning indicators utilized to identify struggling learners in all schools	Percentage of students evaluated four times per year using early warning indicators including report cards, progress reports, MAP, and Aspire Interim results	Baseline established 2019-2020	All students will be evaluated four times per year using early warning indicators
2 Struggling learners receiving appropriate and effective support	Number of struggling learners receiving Response to Intervention (RTI) by school	Baseline Established 2019-2020	All identified struggling learners will receive consistent intervention
3 The number of students on-track for graduation	ESSA report measure of students on-track for graduation (5.5 credits per year) by subgroup	Baseline 2017-2018: All students 87.5% African American 77.65% Hispanic 79.32% White 89.82 Economically Disadvantaged 76.11% Students with Disabilities 79.64% English Language Learners 70.54%	The on-track rate of all students by subgroup will increase by 10%

2.2. The district will develop and maintain an enrollment and scheduling process that effectively facilitates progress toward individualized career goals and academic planning for high school students.

Metric	Measurement Tool	Baseline Data	Outcome
1 Student Success Plan engagement	Principals will monitor the number of times per year students engage with their Student Success Plans (ACT 930)	2018-2019: All 8th grade students created a Student Success Plan	All high school students will access their Student Success Plan four times a year

Metric	Measurement Tool	Baseline Data	Outcome
2 Parental support for Student Success Plan	Percentage of parents engaged with the development of Student Success Plans	Baseline established 2019-2020	80% of parents will engage in their child's Student Success Plan
3 Schedule Accuracy Rate and schedule change requests	Schedule Accuracy Rate from eSchool	Baseline established 2019-2020	Schedule Accuracy Rate will increase
	Number of high school schedule changes requested per year		Schedule change requests will decrease

2.3. The district will develop career-focused pathways and increased access to relevant career experiences through internships, industry certifications, soft skills, and community service opportunities.

Metric	Measurement Tool	Baseline Data	Outcome
1 CTE Completion Rate	CTE Completers	200 (2018-2019) CTE Completers	CTE Completers will increase by 5% each year
2 The number of students receiving industry certifications	CTE Industry Certifications earned in grades 8-12	500 (2018-2019) CTE Industry Certifications	CTE Industry Certifications will increase by 5% each year
3 Soft skills integration into district (K-12) curriculum	Curriculum review	Baseline established 2019-2020	All schools will have soft skills integrated into the curriculum
4 Community service opportunities for K-12 students	Number of opportunities provided by school	Baseline established 2019-2020	An increase in the number of community service opportunities for all students and development of a district-wide clearinghouse of opportunities
5 Internship opportunities for high school students	Number of available internships	Baseline established 2019-2020	An increase in the number of students participating in internships

GOAL THREE

All students will learn in a culture of integrity, honesty, and trust.

RATIONALE

A culture of transparency, respect, and inclusion has a direct and tangible impact on our students' emotional health and academic success. Important fundamental beliefs about student potential and behavioral standards define the climate and culture of our schools and our school district. Throughout the district, we must hold one another accountable to this foundation of professionalism, equity, and consistent communication so that we may build upon it.

OBJECTIVES to reach GOAL THREE

3.1. The district will create an atmosphere of equal opportunity and mutual respect through transparent communication and professional staff interaction.

3.2. The district will implement recruitment, hiring, and employee retention policies and processes that promote the highest quality learning and professional environments, and effectively diversify the staff to better reflect the student body and the community.

3.3. The district will create pathways for feedback and dialogue to allow students, staff, parents, and community members to be heard and valued.

3.4. The district will engage our stakeholders in a way that establishes partnerships toward the betterment of our students and our broader community.

3.5. Every school will establish a culture of equity, integrity, and trust.





GOAL THREE

MEASURES

Providing a culture for optimal student experience and learning begins with establishing a culture of integrity, honesty, and trust for all district communities. Clarity of communication, intentional and careful hiring practices, and engaged partners play important roles in achieving this goal. To evaluate the district's progress toward this goal, a variety of staff, student, and community surveys and focus groups will be utilized. Hiring practices will be evaluated and monitored, and community partnerships analyzed and enhanced.

3.1. The district will create an atmosphere of equal opportunity and mutual respect through transparent communication and professional staff interaction.

Metric	Measurement Tool	Baseline Data	Outcome
1 Assessment of FPS workplace culture	Staff feedback from internal workplace culture survey	Survey administered Fall 2019 Baseline established 2019-2020	Baseline provided. Workgroups will identify goal areas based on their survey data and develop plans for improvement
2 Assessment of transparency, professionalism, and effectiveness of district communication and professionalism of staff interaction	National School Public Relations Association (NSPRA) Communication Audit	Baseline established 2019-2020	District audit completed to determine campus and district communication and feedback practices and pathways

3.2. The district will implement recruitment, hiring, and employee retention policies and processes that promote the highest quality learning and professional environments, and effectively diversify the staff to better reflect the student body and the community.

Metric	Measurement Tool	Baseline Data	Outcome
1 District assessment of effectiveness of recruitment, hiring, and retention practices	Evaluation of Human Resources Practices	Baseline established 2019-2020	Identification of strengths and weaknesses of recruitment, hiring, and retention practices Establishment of Strategic Plan Metrics
2 Diversity of Teaching Staff	eFinance metrics	2018-2019 5.4% minority	A 50% increase in the number of minority teachers 8.1% by 2023

3.3. The district will create pathways for feedback and dialogue to allow students, staff, parents, and community members to be heard and valued.

Metric	Measurement Tool	Baseline Data	Outcome
1 Campus and district communication and feedback practices and pathways	National School Public Relations Association (NSPRA) Communication Audit	Baseline established 2019-2020	Baseline provided
2 Board level visibility and accessibility	NSPRA Communication Audit	Baseline established 2019-2020	Baseline provided
3 Student perspectives about school climate	Positive Behavioral Interventions & Supports (PBIS) Survey	Baseline established Fall 2019	Baseline provided
4 Survey Data: FPS Parent Engagement Survey Each Item Rated 1-5		Baseline: Spring 2019	Goals 2022-2023
Activities and events at my child's school are well communicated to me		4.36/5.00	4.5/5.00
I feel welcomed and encouraged to attend events at my child's school		4.47/5.00	4.5/5.00
The leaders of my child's school ask for my opinion		3.22/5.00	4.5/5.00
My child's school hosts an updated website		3.93/5.00	4.5/5.00
I visit my child's school website often		3.09/5.00	4.5/5.00
The leaders and teachers at my child's school use social networking technologies (such as Instagram, Twitter and Facebook) to involve students, parents and the community		3.80/5.00	4.5/5.00
5 Survey Data: Eklund Staff Survey Each Item Rated 1-7		Baseline: Spring 2019	Goals Fall 2020
My opinions are respected by others in my building		5.31/7.00	5.60/7.00
My building-level administrators consider the impact of their decisions on staff		4.78/7.00	5.00/7.00
Staff have a forum where they discuss issues with building administration		4.09/7.00	4.5/7.00
Building staff and leadership work together to resolve issues		4.72/7.00	5.00/7.00
I like working in my current school		5.66/7.00	5.80/7.00

3.4. The district will engage our stakeholders in a way that establishes partnerships toward the betterment of our students and our broader community.

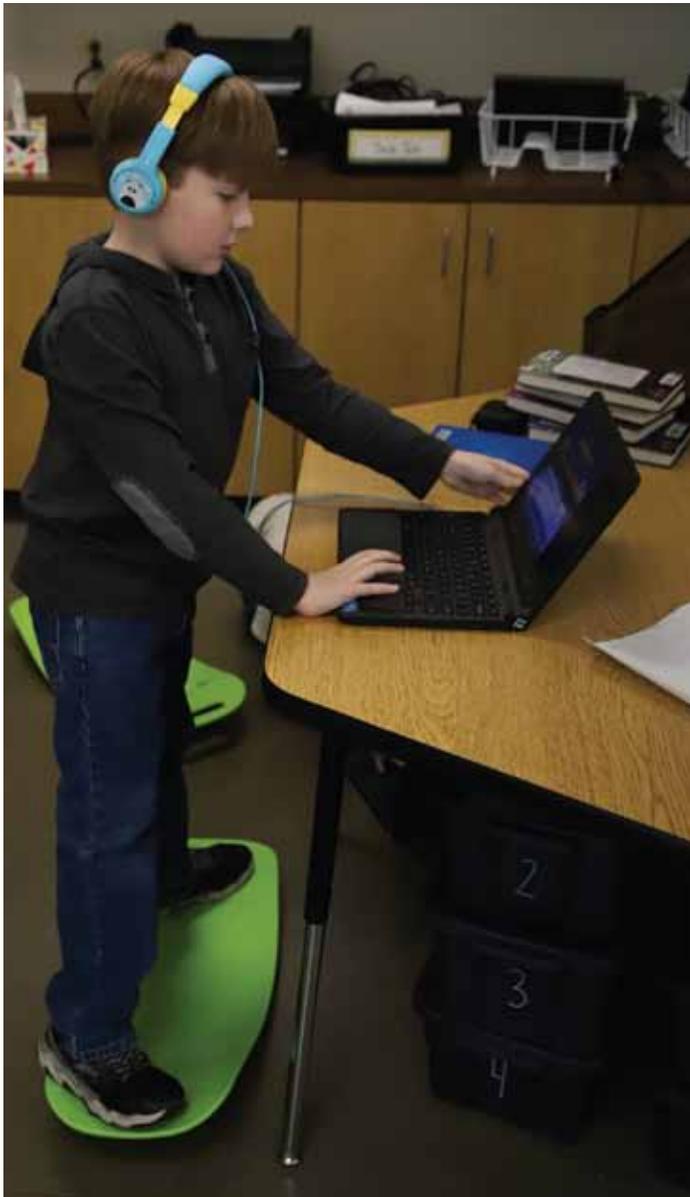
Metric	Measurement Tool	Baseline Data	Outcome
1 The number of community partners	District Audit and Evaluation of Community Partnerships	Baseline established May 2020	Baseline provided
2 The number of opportunities made available to students through community partnerships	District Audit and Evaluation of Community Partnerships	Baseline established May 2020	Baseline provided

3.5. Every school will establish a culture of equity, integrity, and trust.

Metric	Measurement Tool	Baseline Data	Outcome
1 Student perspectives about school climate	Positive Behavioral Interventions & Supports (PBIS) Survey	Baseline established Fall 2019	Baseline provided
2 Number of Certified Staff trained in Title IX compliance and Gender Equity Protocol	Professional Learning Records	January 2020 Digital Learning Day	100% of certified staff will be trained
3 Number of Certified Staff completing Poverty Training including instructional strategies that will be effective for students living in poverty	Professional Learning Records	Baseline established 2019-2020	100% of certified staff will be trained
4 Assessment of district mental health needs	Mental Health Task Force Assessment	Baseline established May 2020	Mental Health Task Force recommendations presented
5 Number of participants in athletics, fine arts, co-curricular, and club opportunities	Number of students enrolled in athletics, fine arts, co-curricular, and club opportunities	Baseline established Fall 2019	Participation in athletics, fine arts, co-curricular, and club opportunities will increase

GOAL FOUR

All students will have equitable, financially sustainable access to safe and innovative physical and technological resources.



RATIONALE

Establishing and maintaining safe, welcoming, sustainably financed facilities is essential to achieving district goals for teaching and learning. Well-maintained facilities and adequate access to technology are key components of teacher retention and student achievement. Each student must have equal opportunity to experience the benefit of district investment in physical resources and be able to count on their enduring availability.

OBJECTIVES to reach GOAL FOUR

- 4.1.** The district will identify inconsistencies and opportunities within our physical assets that could be more effectively utilized toward the goal of student success.
- 4.2.** The district will meet and exceed community expectations of safe, secure, and well-maintained facilities.
- 4.3.** The district will implement digital literacy standards and training opportunities for all students and all employees including equitable access to technology.
- 4.4.** The district will develop a six (6) year Facility Master Plan to ensure and maintain safe and inviting spaces for learning throughout the district.





GOAL FOUR

MEASURES

Students need a creative, technologically-rich, and safe environment to maximize their achievement. Staff members should be provided with a safe work environment as well as the materials necessary to improve learning outcomes. Ensuring all spaces are suitable for growth and conducive to learning will be accomplished by the yearly analysis and repair/replenishment prioritization of all district spaces. Metric outcomes will determine the next steps in the development cycle.

4.1. The district will identify inconsistencies and opportunities within our physical assets that could be more effectively utilized toward the goal of student success.

Metric	Measurement Tool	Baseline Data	Outcome
1 Assessment of district-wide building and facility needs and prioritization of improvements	On-site evaluations through: Facility Condition Assessment (FCA) Investment Grade Audit (IGA) and Facility Condition Index (FCI)	Crosswalked 2018-19 data from FCA and IGA outlining the order of project priorities	Conduct 160 day assessments by September 2019 Budget prioritization by November 2019
2 Board Approval of Project Timeline	Budget alignment with approved projects	2019-20 projects completed	Completion of approved timeline projects by Spring 2023
3 Inventory evaluation of each facility in the district	SchoolDude software required by the Arkansas Facilities Division	Data input into the SchoolDude system	Submission of all district inventory to the Arkansas Facilities Division by May 2020

4.2. The district will meet and exceed community expectations of safe, secure, and well-maintained facilities.

Metric	Measurement Tool	Baseline Data	Outcome
1 Prioritization and funding of Superintendent's School Safety and Security Task Force (STF) recommendations	Superintendent's School Safety and Security Task Force Recommendations FCA/IGA outcomes 2019-20 District Budget	Spring 2019 began the Facility Conditions Assessment (FCA) and Investment Grade Audit 2019-2020 budget allowance for implementation of STF recommendations	Full adoption and implementation of prioritized and board approved STF recommendations by 2023
2 Effective and appropriate communication regarding district safety and security improvements	NSPRA Communication Audit	2019-2020 audit feedback	Parents, students, and broader community express improved confidence in district wide safety and security measures

4.3. The district will implement digital literacy standards and training opportunities for all students and all employees including equitable access to technology.

Metric	Measurement Tool	Baseline Data	Outcome
1 1:1 FPS Handbook dispensed to all students	1:1 Student/Parent Handbook signature page. Digital learning standards overview with students and staff	Baseline established 2019-2020	District-wide shared understanding of 1:1 expectations and protocols
2 1:1 Device Deployment	1:1 annual technology line item in the budget to purchase devices for incoming 9th grade students at FHS	Distribution of 1:1 devices for all FHS students in 2019-2020	9th grade students 1:1 devices deployed each year
3 Safe student use of 1:1 devices	Daily screening and safety checks	Results of 2019-2020 daily screening and safety reports	Competent digital citizens
4 Annual staff training in digital literacy, internet safety and awarenesses	ADE Professional Learning Submission and Management System	2019-2020 PD Schedule	Competent digital citizens

4.4. The district will develop a six (6) year Facility Master Plan to ensure and maintain safe and inviting spaces for learning throughout the district.

Metric	Measurement Tool	Baseline Data	Outcome
1 Utilization of Arkansas Facility Division Grant Partnership Program Funds and to inform the public of facility needs	Six (6) Year Facility Master Plan	Creation of Six (6) Year Facility Master Plan	Adjust the Facilities Master Plan annually to implement a timeline to complete selected projects
2 Maintenance replacement cycle line item	FCA/IGA outcomes	2019-2020 Budget	Evaluate priority needs annually



GLOSSARY

1:1 Device: Every student has an electronic device such as a laptop to use during the school day.

ACT: Leading US college admissions test measuring what is learned in high school to determine academic readiness for college.

ACT Aspire: Required Arkansas end-of-year summative state assessment for grades 3-10. Assesses student readiness in English, Reading, Math, and Science.

Achievement Gap: The disparity in academic performance between groups of students.

Advanced Placement: Program created by the College Board which offers college level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations.

Career and Technical Education (CTE): Provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners.

Cohort: A group of people who share a characteristic, usually age.

Concurrent Credit: Arkansas law allows for the enrollment of high school students in college-level courses under certain conditions. Concurrent enrollment allows students to obtain credit toward a high school diploma at the same time they earn college credit.

Digital Citizens: Digital Citizens are those who use technology safely and responsibly with our K–12 curriculum, lesson plans, training, and family support tools. They have an awareness of how behaviors made with digital devices can impact themselves and others for both the long and short term.

Every Student Succeeds Act (ESSA): A federal law which governs the nation's K-12 public education policy. ESSA Growth: change in achievement from year to year as defined by the Arkansas ESSA law.

English Language Proficiency Value-Added Scores (ELP VAS): Measure to determine the amount of growth achieved by students whose first language is not English.

Facility Condition Assessment (FCA): A comprehensive district-wide assessment of current facilities to determine the existing life span and value comparison for upcoming necessary improvements in a priority matrix to complete improvements to ensure a safe environment.

Facility Condition Index (FCI): An industry benchmarking process to compare the relative condition of a group of facilities. This includes the total cost of existing building deficiencies divided by the current replacement value producing the index value by certified experts.

Grade Inflation Rate: The percentage of students who have a GPA higher than 3.0, but an ACT less than 19.

Industry Certification: Technical skill assessments that are aligned with national industry recognized standards.

Investment Grade Energy Audit (IGA): A comprehensive review of historical utility expenditures and examination of each building structure for efficiency improvement purposes. The data measurement outcomes are assessed to identify potential savings and improve the quality of life for those in the building.

Positive Behavioral Interventions and Supports (PBIS): A schoolwide approach to make schools safer and improve student behavior.

Response to Intervention (RTI): A multi-tier approach to the early identification and support of students with learning and behavior needs.

SchoolDude Maintenance Request: A management system to allow employees to enter needs or report information to the maintenance department by submitting a maintenance work order.

Soft Skills: Personal attributes that enable someone to interact effectively and harmoniously with others, such as communication and conflict resolution.

Student Success Plan (ACT 930): Personalized education plan intended to assist students with achieving readiness for college, career, and community engagement. The student success plan shall guide the student along the pathway to graduation, address accelerated learning opportunities, address academic deficits and interventions, and include college and career planning components. (8th-12th grade students)



THANK YOU

The Fayetteville Board of Education would like to extend sincere gratitude to the leaders and over 300 staff and community members of the Framing Our Future committee who invested countless hours drafting a set of goals that were invaluable in our strategic planning efforts, and to those current staff members who dedicated their time to the development of this Strategic Plan.

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WE ARE ONE

FAYETTEVILLE



ABOUT FAYETTEVILLE PUBLIC SCHOOLS

In 1871, the Fayetteville School District was the first school district granted a charter by the State of Arkansas. The district was also the first in the state to voluntarily integrate its schools, only five days after the *Brown v. Board of Education* decision in 1954. With one traditional high school, one alternative learning high school, two junior highs, two middle schools, one combined middle and elementary school, eight elementary schools, one 4th-12th virtual academy, and the Stephen M. Percival Adult Education Program, Fayetteville Public Schools serves over 10,000 students every day.

OUR SCHOOLS

Asbell Elementary	Washington Elementary
Butterfield Trail Elementary	Holt Middle School
Happy Hollow Elementary	McNair Middle School
Holcomb Elementary	Ramay Junior High
Leverett Elementary	Woodland Junior High
Owl Creek School	ALLPS School of Innovation
Root Elementary	Fayetteville High School
Vandergriff Elementary	Fayetteville Virtual Academy

FOR MORE INFORMATION

fayar.net

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**FAYETTEVILLE
PUBLIC SCHOOLS**
SINCE 1871