ASPIRATIONAL GOAL 2: FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

- **Priority 4**—FCPS will support all staff by providing ongoing opportunities to grow as professionals throughout their career.
  
  ▶ Measurable goals and indicators—2016 and 2017 data
  
  ▶ Accomplishments, challenges, and strategies
MEASURES | STAKEHOLDER | 2016* (BASELINE) | 2017*
---|---|---|---
Availability of opportunities for professional development* | SCHOOL STAFF | 69% | 76%
CENTRAL OFFICE STAFF | 37% | 43%
Quality of professional development offered* | SCHOOL STAFF | 47% | 54%
CENTRAL OFFICE STAFF | 38% | 42%
Awareness of career pathways available to them* | SCHOOL STAFF | 79% | ⚫82%
CENTRAL OFFICE STAFF | 69% | 72%

* % responding favorably (student, staff (school-based and/or Central Office), and family). Source: FCPS Perceptual Survey, 2016 & 2017 SY

P4, Measurable Goal 1—Professional Development
By 2020, staff survey respondents indicating a positive experience will increase to ≥ 80% by 2020.

P4, Measurable Goal 2—Staff Promotions and Preparatory Programs
By 2020, the percent of staff promoted within the school system who participated in relevant preparatory programs and experiences offered by FCPS will increase by 5 percent from the 2015 baseline.

Percent of FCPS staff promoted who participated in a relevant FCPS offered preparatory program

* A&S Staff participating in FCPS Multipliers

- 30.7% of staff A&S staff participated in a preparatory program
- 39 A&S staff were promoted
- An additional 77 staff members from other units were also promoted within FCPS
- Staff will explore and identify other existing FCPS preparatory programs and experiences that would contribute to this measurable goal
P4, Measurable Goal 3—Professional Growth Opportunities
By 2020, the majority of staff will indicate professional growth opportunities are a significant factor in their decision to remain with FCPS.

Staff Stay Survey
- Newly developed and first administered this year
- 5-item survey
- Approximately 25% response rate
- Survey group: FCTA, FASSE, FCASA, and AMT employee groups
- Survey results by all staff, certificated, and non-certificated

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>All Staff</th>
<th>Certificated</th>
<th>Non-Certificated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development a significant factor*</td>
<td>50%</td>
<td>48%</td>
<td>56%</td>
</tr>
<tr>
<td>Would recommend FCPS to a friend</td>
<td>77%</td>
<td>73%</td>
<td>86%</td>
</tr>
</tbody>
</table>

* Aligned to perceptual survey reporting (top two responses)

Accomplishments, Challenges, Strategies

Accomplishments
- Systemic, long-term, consistent, foundational priorities (Cultural Proficiency with a Growth Mindset and Framework for Teaching)

Challenges
- Time for professional learning (i.e., contract language for high school)
- Meeting personal professional learning needs

Strategies
- Allowing voice and choice within systemic professional learning structures
- Continuous Strategic Improvement (CSI) PL Plans with systemically aligned, yet personalized structures and opportunities
- Targeted trainings for support staff (i.e., SEIA’s, custodians, etc.)
- Targeted trainings for select central staff (i.e., outside expertise and trainings)
- Identification and development of targeted FCPS preparatory programs
Strategies: Allowing Voice and Choice

- Micro-credentials
- Personalized PL Pilot
- Digital MSDE Courses
- Digital Pathways

Strategies: School PL Plans-Systemic Alignment with Personalization

North Frederick Elementary Spotlight on Professional Learning
Principal, Deveda Coley

Governor Thomas Johnson High School Spotlight on Professional Learning
Principal, Dr. Dan Lippy
Questions?