



## Aspirational Goal 5

**Accelerating Achievement and Equity  
Curriculum, Instruction, and Innovation  
Human Resources  
System Accountability and School Improvement  
School Administration and Leadership**

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**ACTS**

Academics, Communications, Technology and Student Achievement

### **ASPIRATIONAL GOAL 5:**

FCPS will promote a culture fostering wellness and civility for students and staff.

- Priority 9—FCPS will promote and maintain a safe and respectful environment.
- Priority 10—FCPS will foster personal well-being and health among students and staff through increased awareness and engagement on these topics.

**FCPS ACTS**

# Priority 9: Safe and Respectful Environment

## Measurable Goal Indicators



### P9, Measurable Goal 1—Safety

Stakeholders (students, staff, and community members) survey responses indicating a positive perception in the following areas will increase to  $\geq 80\%$  by 2020.

MEASURES	STAKEHOLDER	2016* (BASELINE)	2017*	2018		
				%*	3-Yr. TREND	TARGET MET
Feeling Safe in School	GRADE 3-5 STUDENTS	72%	73%	72%	—	
	GRADE 6-12 STUDENTS	62%	64%	62%	—	
		MS-58% HS-65%	MS-58% HS-67%	MS-60% HS-64%	▲ —	
	FAMILY	88%	85%	85%	▼	•
Feeling Safe in the Workplace	SCHOOL STAFF	91%	94%	93%	▲	•
	CENTRAL OFFICE STAFF	94%	94%	93%	—	•

\* % responding favorably (student, staff (school-based and/or Central Office), and family); Source: FCPS Perceptual Survey, 2016-2018 SY

3-Year Trend Key:  
 ▲ >1% increase  
 ▼ >1% decrease  
 — No change or increase/decrease  $\leq 1\%$

Target Met Key:  
 • Met Target of  $\geq 80\%$  in 2018



## P9, Measurable Goal 1—Respect

Stakeholders (students, staff, and community members) survey responses indicating a positive perception in the following areas will increase to  $\geq 80\%$  by 2020.

MEASURE	STAKEHOLDER	2016* (BASELINE)	2017*	2018*		
				%*	3-Yr. TREND	TARGET MET
Respect	GRADE 3-5 STUDENTS**	74%	75%	73%	—	
	GRADE 6-12 STUDENTS**	53%	52%	48%	▼	
		MS-56% HS-50%	MS-53% HS-51%	MS-51% HS-46%	▼ ▼	
	FAMILY**	79%	80%	76%	▼	
	SCHOOL STAFF**	63%	72%	68%	▲	
	CENTRAL OFFICE STAFF***	69%	72%	68%	—	

\* % responding favorably [student, staff (school-based and/or Central Office), and family]; Source: FCPS Perceptual Survey, 2016-2018 SY  
 \*\* Survey items were specific to student-student interactions, support among staff, student-staff interactions, and/or overall positive school environment. \*\*\* Items were specific to interactions among Central Office staff and overall positive environment.

3-Year Trend Key:

▲ >1% increase

▼ >1% decrease

— No change or increase/decrease  $\leq 1\%$

Target Met Key:

● Met Target of  $\geq 80\%$  in 2018



## P9, Measurable Goal 1—Drugs or Weapons

Stakeholders (students, staff, and community members) survey responses indicating a positive perception in the following areas will increase to  $\geq 80\%$  by 2020.

MEASURE	STAKEHOLDER	2016* (BASELINE)	2017*	2018*		
				%*	3-Yr. TREND	TARGET MET
Drugs or Weapons*	GRADE 3-5 STUDENTS	94%	94%	95%	—	●
	GRADE 6-12 STUDENTS	73%	75%	73%	—	
		MS-83% HS-63%	MS-84% HS-66%	MS-84% HS-65%	— ▲	
	FAMILY	90%	89%	84%	▼	●
SCHOOL STAFF	85%	89%	89%	▲	●	

\* % responding favorably [student, staff (school-based and/or Central Office), and family]; Source: FCPS Perceptual Survey, 2016-2018 SY

3-Year Trend Key:

▲ >1% increase

▼ >1% decrease

— No change or increase/decrease  $\leq 1\%$

Target Met Key:

● Met Target of  $\geq 80\%$  in 2018



## P9, Measurable Goal 1—Bullying/Cyberbullying

Stakeholders (students, staff, and community members) survey responses indicating a positive perception in the following areas will increase to  $\geq 80\%$  by 2020.

MEASURE	STAKEHOLDER	2016* (BASELINE)	2017*	2018*		
				%*	3-Yr. TREND	TARGET MET
Bullying/ Cyberbullying	GRADE 3-5 STUDENTS	69%	71%	69%	—	
	GRADE 6-12 STUDENTS	63%	66%	67%	▲	
		MS-59% HS-67%	MS-60% HS-70%	MS-62% HS-70%	▲ ▲	
	FAMILY	80%	79%	78%	▼	
SCHOOL STAFF	65%	67%	64%	—		

\* % responding favorably [student, staff (school-based and/or Central Office), and family]; Source: FCPS Perceptual Survey, 2016-2018 SY

3-Year Trend Key:

▲ >1% increase

▼ >1% decrease

— No change or increase/decrease  $\leq 1\%$

Target Met Key:

● Met Target of  $\geq 80\%$  in 2018



## P9, Measurable Goal 1—Preventive Measures

Stakeholders (students, staff, and community members) survey responses indicating a positive perception in the following areas will increase to  $\geq 80\%$  by 2020.

MEASURE	STAKEHOLDER	2016* (BASELINE)	2017*	2018*		
				%*	3-Yr. TREND	TARGET MET
Preventive Measures Use in the School (Accidents, Disasters, Etc.)	GRADE 3-5 STUDENTS**	90%	90%	90%	—	●
	GRADE 6-12 STUDENTS**	78%	80%	75%	▼	
		MS-81% HS-75%	MS-81% HS-78%	MS-78% HS-73%	▼ ▼	
	FAMILY**	72%	71%	70%	▼	
	SCHOOL STAFF**	89%	92%	91%	▲	●
CENTRAL OFFICE STAFF***	94%	93%	93%	—	●	

\* % responding favorably [student, staff (school-based and/or Central Office), and family]; Source: FCPS Perceptual Survey, 2016-2018 SY

\*\* Survey items were specific to strategies to promote safety in schools. \*\*\* Survey items were specific to strategies to promote safety at Central Office.

3-Year Trend Key:

▲ >1% increase

▼ >1% decrease

— No change or increase/decrease  $\leq 1\%$

Target Met Key:

● Met Target of  $\geq 80\%$  in 2018



## P9, Measurable Goal 1—Safety-Related Educational Opportunities

Stakeholders (students, staff, and community members) survey responses indicating a positive perception in the following areas will increase to  $\geq 80\%$  by 2020.

MEASURE	STAKEHOLDER	2016* (BASELINE)	2017*	2018*		
				%*	3-YR. TREND	TARGET MET
Educational Opportunities Related to Safety	GRADE 3-5 STUDENTS	83%	83%	84%	—	•
	GRADE 6-12 STUDENTS	51%	55%	55%	▲	
		MS-63%; HS-40%	MS-66%; HS-47%	MS-66%; HS-46%	▲	▲
	FAMILY	93%	93%	89%	▼	•
	SCHOOL STAFF	85%	88%	89%	▲	•
CENTRAL OFFICE STAFF	90%	88%	93%	▲	•	

\* % responding favorably [student, staff (school-based and/or Central Office), and family]; Source: FCPS Perceptual Survey, 2016-2018 SY

3-Year Trend Key:

▲ >1% increase

▼ >1% decrease

— No change or increase/decrease  $\leq 1\%$

Target Met Key:

• Met Target of  $\geq 80\%$  in 2018



## P9, Measurable Goal 2—Suspensions (Out-of-School)

By 2020, the percent of students suspended from school will not exceed 5% for any student group.

### Out-of-School Suspension Rate- SY 2018

	BY SCHOOL LEVEL AND STUDENT RACE/ETHNICITY (%)				BY SCHOOL LEVEL AND STUDENT RECEIVING SPECIAL SERVICES (%)				
	All	Elem.*	Middle	High	All	Elem.*	Middle	High	
All Students	2.7	0.5	4.8	4.4	EL	3.1	0.5	10.5	7.5
American Indian	1.5 <sup>^</sup>	--	2.9 <sup>^</sup>	2.6 <sup>^</sup>	FARM	5.2	1.0	10.5	9.8
Asian	0.9	0.4 <sup>^</sup>	1.0 <sup>^</sup>	1.5	Special Ed (w/o 504)	7.2	2.6	14.1	10.4
Black/African American	6.0	1.5	10.4	10.2					
Hispanic/Latino	3.0	0.3	6.0	5.6					
White	1.9	0.3	3.4	3.2					
2+ Races	3.8	0.6 <sup>^</sup>	8.6	6.2					

\* Includes PreK  
<sup>^</sup> n < 10 students

☐ = Met Target in 2018



## P9, Measurable Goal 3—Suspensions (In-School)

Percent of students suspended *in school* will not exceed 5% for any student group.

### In-School Suspension Rate- SY 2018

	BY SCHOOL LEVEL AND STUDENT RACE/ETHNICITY				BY SCHOOL LEVEL AND STUDENT RECEIVING SPECIAL SERVICES				
	All	Elem. *	Middle	High		All	Elem. *	Middle	High
All Students	0.9	0.4	2.0	0.7	EL	0.7	0.5	2.5 <sup>^</sup>	0.5 <sup>^</sup>
American Indian	0.8 <sup>^</sup>	--	2.9 <sup>^</sup>	--	FARM	1.5	0.8	3.9	1.2
Asian	0.4 <sup>^</sup>	0.4 <sup>^</sup>	0.5 <sup>^</sup>	0.3 <sup>^</sup>	Special Ed (w/o 504)	2.7	1.8	5.7	2.1
Black/African American	1.8	1.0	3.9	1.4	* Includes PreK ^ n < 10 students ☐ = Met Target in 2018				
Hispanic/Latino	0.8	0.4	1.7	0.9					
White	0.8	0.3	1.8	0.6					
2+ Races	1.2	0.8 <sup>^</sup>	3.0	0.6 <sup>^</sup>					



## Accomplishments, Challenges, & Strategies: Safe and Respectful Environment

Accomplishments	Challenges	Strategies
<ul style="list-style-type: none"> <li>Restorative practices trainings</li> <li>Community forums on school safety</li> <li>Updated policy/regulation and required trainings</li> <li>Preemptive systemic planning</li> <li>Increased impact for students (via Behavior Intervention and Support Team)</li> </ul>	<ul style="list-style-type: none"> <li>Student empowerment and voice</li> <li>Social media</li> <li>General communication</li> <li>Impact of community issues in schools</li> </ul>	<ul style="list-style-type: none"> <li>Community partnerships-Handle with Care training</li> <li>Required Adverse Childhood Experiences (ACES) training</li> <li>Systemic security measures</li> <li>Cultural proficiency training</li> </ul>



# Priority 10: Personal Well-Being and Health

## Measurable Goal Indicators



### P10, Measurable Goal 1—Student Attendance

*Every school will have a student attendance rate of 96% or higher.*

Student Attendance Rate PERCENT OF ALL SCHOOLS*				
School Year	Below 94.0%	94.0%-94.9%	95.0%-95.9%	96.0% or Higher
2016 (baseline)	6%	14%	62%	18%
2017	9%	19%	58%	14%
2018	11%	30%	53%	6%

\*Percentages were derived from the final state attendance file for the reporting year.



## P10, Measurable Goal 1—Staff Attendance

Average daily attendance rate of staff will be maintained at a rate of 95% or higher.

Staff Attendance Rate			
2015 (BASELINE)	2016	2017	2018
95.21%	95.74%	94.36%	94.50%



## P10, Measurable Goal 3—Physical Activities

By 2020, stakeholders (students and staff) survey responses indicating a positive response in the following areas will increase to  $\geq 80\%$  by 2020.

MEASURE	STAKEHOLDER	2016* (BASELINE)	2017*	2018*		
				%*	3-Yr. TREND	TARGET MET
Physical Activities **	GRADE 3-5 STUDENTS	76%	77%	77%	—	
	GRADE 6-12 STUDENTS	63%	66%	64%	—	
		MS-60%; HS-68%	MS-61%; HS-71%	MS-60%; HS-67%	—	
	SCHOOL STAFF	83%	92%	90%	▲	●
	CENTRAL OFFICE STAFF	95%	96%	96%	—	●

\* % responding favorably [student, staff (school-based and/or Central Office), and family]; Source: FCPS Perceptual Survey, 2016-2018 SY  
 \*\* Items were specific to satisfaction with how schools (or FCPS for Central Office staff) encourage participation in activities/events that promote wellness.

3-Year Trend Key:  
 ▲ >1% increase  
 ▼ >1% decrease  
 — No change or increase/decrease  $\leq 1\%$

Target Met Key:  
 ● Met Target of  $\geq 80\%$  in 2018





## P10, Measurable Goal 3—Health/Wellness Educational Resources

By 2020, stakeholders (students and staff) survey responses indicating a positive response in the following areas will increase to  $\geq 80\%$  by 2020.

MEASURE	STAKEHOLDER	2016* (BASELINE)	2017*	2018*		
				%*	3-YR. TREND	TARGET MET
Health/Wellness Educational Resources	GRADE 3-5 STUDENTS	70%	73%	74%	▲	
	GRADE 6-12 STUDENTS	57%	57%	59%	▲	
		MS-63%; HS-51%	MS-63%; HS-52%	MS-66%; HS-53%	▲ ▲	
	SCHOOL STAFF	86%	90%	90%	▲	●
CENTRAL OFFICE STAFF	96%	96%	97%	—	●	

\* % responding favorably [student, staff (school-based and Central Office), and family]; Source: FCPS Perceptual Survey, 2016-2018 SY  
 \*\* Items were specific to satisfaction with the availability of educational resources promoting personal well-being and health at schools or Central Office.

3-Year Trend Key:  
 ▲ >1% increase  
 ▼ >1% decrease  
 — No change or increase/decrease  $\leq 1\%$

Target Met Key:  
 ● Met Target of  $\geq 80\%$  in 2018



## P10, Measurable Goal 3—Participation in Wellness-Related Opportunities

By 2020, stakeholders (students and staff) survey responses indicating a positive response in the following areas will increase to  $\geq 80\%$  by 2020.

MEASURE	STAKEHOLDER	2016* (BASELINE)	2017*	2018*		
				%*	3-YR. TREND	TARGET MET
Participation in Wellness-Related Opportunities**	GRADE 3-5 STUDENTS	76%	77%	77%	—	
	GRADE 6-12 STUDENTS	63%	66%	64%	—	
		MS-60%; HS-68%	MS-61%; HS-71%	MS-60%; HS-67%	— —	
	SCHOOL STAFF	83%	92%	90%	▲	●
CENTRAL OFFICE STAFF	95%	96%	96%	—	●	

\* % responding favorably [student, staff (school-based and Central Office), and family]; Source: FCPS Perceptual Survey, 2016-2018 SY  
 \*\* Items were specific to satisfaction with how schools (or FCPS for Central Office staff) encourage participation in activities/events that promote wellness.

3-Year Trend Key:  
 ▲ >1% increase  
 ▼ >1% decrease  
 — No change or increase/decrease  $\leq 1\%$

Target Met Key:  
 ● Met Target of  $\geq 80\%$  in 2018



## P10, Measurable Goal 3—Culture of Wellness

By 2020, stakeholders (students and staff) survey responses indicating a positive response in the following areas will increase to  $\geq 80\%$  by 2020.

MEASURE	STAKEHOLDER	2016* (BASELINE)	2017*	2018*		
				%*	3-Yr. TREND	TARGET MET
Culture of Wellness**	GRADE 3-5 STUDENTS	75%	76%	75%	—	
	GRADE 6-12 STUDENTS	47%	47%	45%	▼	
		MS-51%; HS-44%	MS-49%; HS-45%	MS-48%; HS-42%	▼ ▼	
	SCHOOL STAFF	77%	82%	83%	▲	•
CENTRAL OFFICE STAFF	90%	93%	93%	▲	•	

\* % responding favorably [student, staff (school-based and Central Office), and family]; Source: FCPS Perceptual Survey, 2016-2018 SY  
 \*\* Items were specific to satisfaction with promotion of wellness and related activities, educational resources related to health and wellness, mental well-being (for students), and work-life balance (for staff).

3-Year Trend Key:

▲ >1% increase

▼ >1% decrease

— No change or increase/decrease  $\leq 1\%$

Target Met Key:

• Met Target of  $\geq 80\%$  in 2018



## Accomplishments, Challenges, & Strategies: Personal Well-Being and Health

Accomplishments	Challenges	Strategies
<ul style="list-style-type: none"> <li>Staff participation in Real Appeal Wellness Program</li> <li>Wellness grants-customized for schools</li> <li>Wellness Wagon on-site</li> <li>Refresher training on sexual harassment</li> <li>Strong partnerships with community mental health providers</li> </ul>	<ul style="list-style-type: none"> <li>Addressing mental health and stress in the workplace</li> <li>Reaching employees not assigned to a specific worksite</li> <li>Responding to the opioid crisis and the Me Too Movement</li> <li>Limited mental health resources, both internal and external</li> <li>Student connection to school</li> </ul>	<ul style="list-style-type: none"> <li>Incorporation of wellness goals in School Improvement Plans</li> <li>Focus on mindfulness</li> <li>Expanded Light Duty and Return to Work Program</li> <li>Purposeful deployment of underutilized Employee Assistance Program (EAP) resources</li> <li>Continued systemic focus and deployment with cultural proficiency</li> </ul>



*Questions?*