EXCELLENCE EQUITY & OPPORTUNITY

2023–30 STRATEGIC PLAN

Goal 1 Report

Oct 6, 2026



Goals for 2023-2030 Strategic Plan

1 Strong Start: Pre-K-12

2 Safe, Supported, Included, and Empowered

3 Academic Growth and Excellence

4 Equitable Access and Opportunity

5 Leading for Tomorrow's Innovation



Goal 1: Strong Start: Pre-K-12

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. Multilingual 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

Metrics Compared to Baseline and Targets

For each metric, 2025-26 school year performance (now called “status”) is compared against (1) a baseline and (2) annual targets. Its status is labeled as:

- **Met (formerly Target Met)**: Performance met annual target and/or 2029-30 target (typically 95-100%)
- **Near (formerly Approaching)**: Performance is within 5 percentage points of meeting 2029-30 target (typically 90-94%)
- **Progress**: Performance progressed beyond baseline but did not meet the annual target
- **Baseline**: Performance did not improve from baseline

Strategic Priorities for School Year 2026-27

To provide all students with a strong start in FCPS, we are focused on two strategic priorities:

1. Pre-K Experience
2. English Language Acquisition

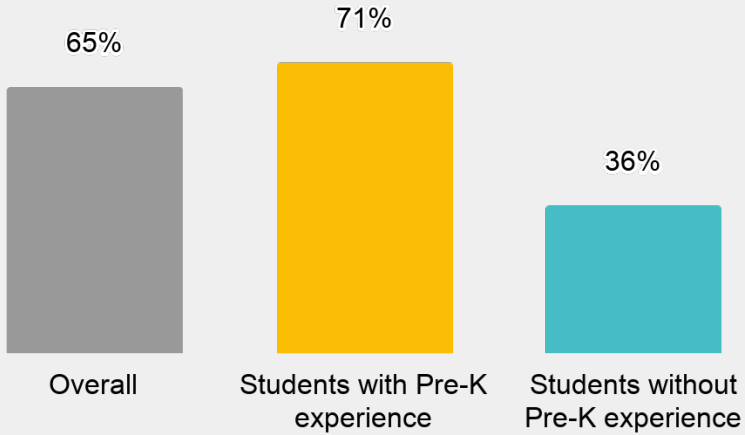
Pre-K Experience



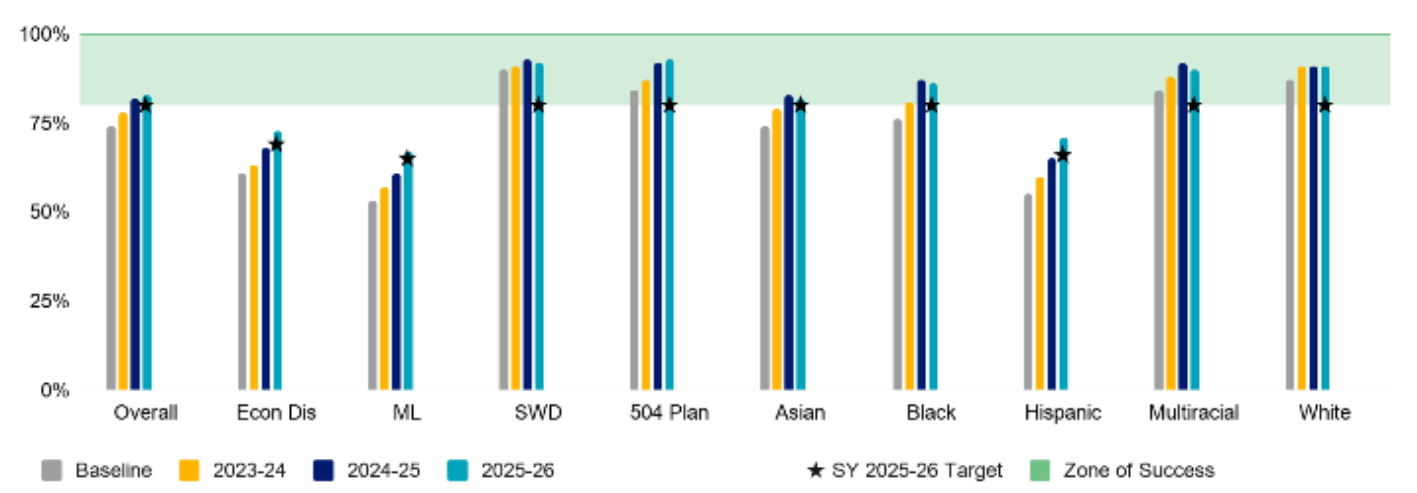
The Importance of Pre-K in School Readiness

71% of FCPS kindergarteners with Pre-K experience were “school ready” (meeting reading, math, and behavior benchmarks), compared to 36% of kindergarteners without this experience

Percent of Kindergarteners Meeting Fall Readiness Benchmarks, 2025-26

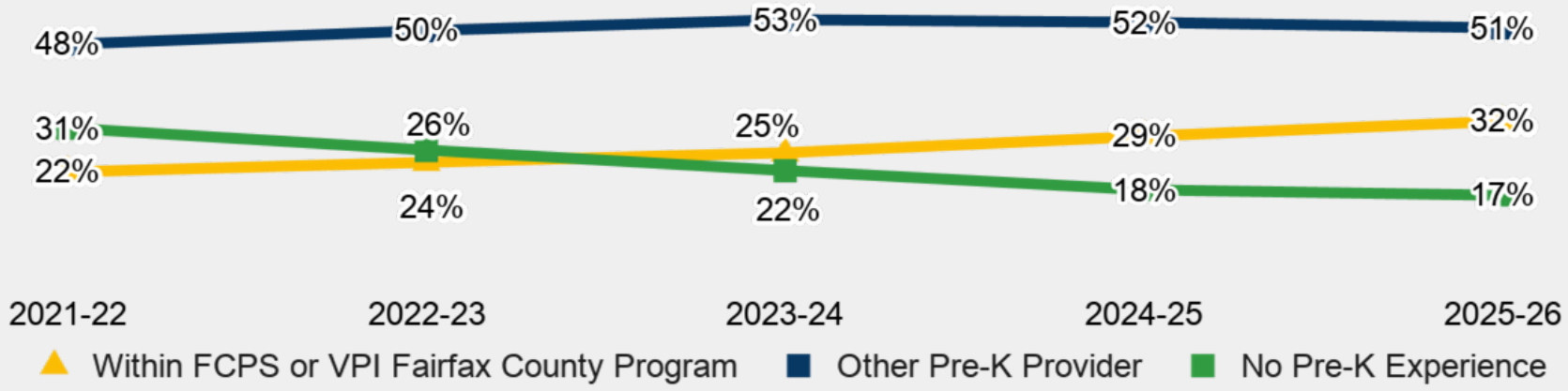


Kindergarteners with Pre-K Experience



	Overall	Econ Dis	ML (1-4,9)	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	74%	61%	53%	90%	84%	74%	76%	55%	84%	87%
2023-24	78%	63%	57%	91%	87%	79%	81%	60%	88%	91%
2024-25	82%	68%	61%	93%	92%	83%	87%	65%	92%	91%
2025-26	**83%**	**73%**	**67%**	**92%**	**93%**	**82%**	**86%**	**71%**	**90%**	**91%**
Target	maintain	69%	65%	maintain	maintain	maintain	maintain	66%	maintain	maintain
Status	Met	Met	Met	Met	Met	Met	Met	Met	Met	Met

Kindergarteners' Type of Pre-K Experience



Reasons for Not Accessing Pre-K, 2025-26

1,060 kindergarteners resided in Fairfax County in the year prior to kindergarten and did not attend Pre-K:

- 52% of their families reported *preferring home care*
- 25% of their families reported *exclusively access barriers*, including cost, hours, transportation, and location
- 24% of their families did not state a reason

Does not add to 100% due to rounding

VDOE Indicator 6a (Inclusive Pre-K)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
FCPS Actual	16.21%	16.79%	20.28%	24.10%	28.04%	**36.9%***
VDOE Target	24.65%	24.90%	25.15%	25.40%	25.65%	**25.9%**
Status	Not Met	Not Met	Not Met	Not Met	**Met**	**Anticipate Met**

Strategies in 2026-27

1. Help address community demand for Pre-K
2. Expand opportunities for inclusive Pre-K
3. Strengthen school readiness through evidence-based Pre-K
4. Support transitions and foundational skill development



Pre-K Experience Strategy 1 Highlights

Help address community demand for Pre-K

- $6.1 million invested into serving more students with economic and educational risk factors
- Community partnerships help families secure Pre-K
- Ongoing advocacy work through Successful Children and Youth Policy Team (SCYPT) and legislative agenda

Applications and Slots for Students with Economic and Educational Risk Factors

	2022-23	2023-24	2024-25	2025-26	2026-27 (projected)
Applications*	5,029	5,619	5,345	**5,269**	-
Full-Day Pre-K Slots	1,826	2,064	2,198	**2,378**	2,486

*Early Head Start applications are included in this total.

Fairfax County School Board 2027 Legislative Priorities

- State-provided, high-quality, fully-funded early childhood
- Increased per pupil funding
- Reduced start-up costs and local matching requirements
- Funding assistance for capital facilities
- Flexible local at-risk criteria (including income eligibility)
- Fully-funded VPI slots for families who enroll past deadline

Pre-K Experience Strategy 2 Highlights

Expand opportunities for inclusive Pre-K

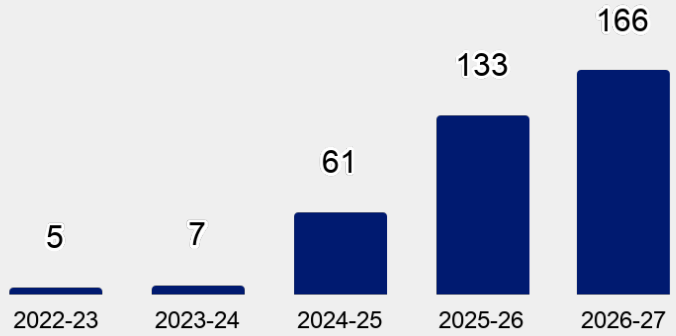
- Inclusive classrooms available at all co-located Pre-K sites
- New “Co-Teaching” model at five sites
- Support Early Childhood Special Education Endorsement
- Professional development to support inclusion expansion

Expanded Options for Inclusive Pre-K

Four staffing models to increase inclusion:

1. Single-Teacher Model
2. Itinerant Model
3. Paired Model
4. Co-Teaching Model

Number of FCPS Pre-K Classrooms Using an Inclusion Model



Pre-K Experience Strategy 3 Highlights

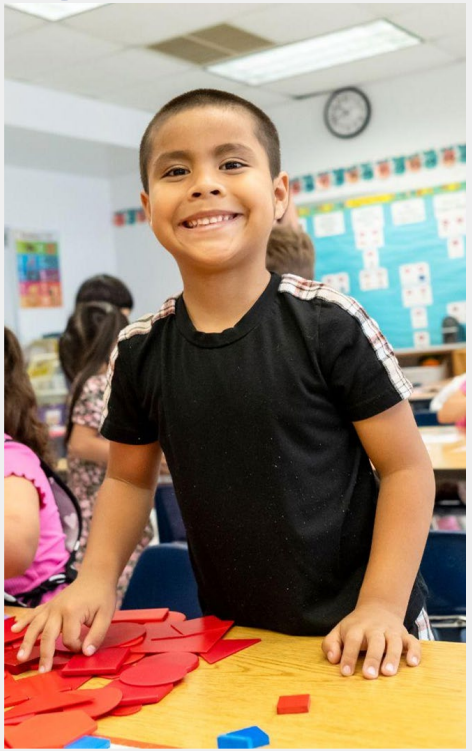
Strengthen school readiness through evidence-based Pre-K

- Professional development for new teachers
- Professional development that supports literacy (Language Essentials for Teachers of Reading and Spelling, or LETRS), math, social emotional learning (Second Step), and Multilingual learners in the classroom (Guided Language Acquisition Design, or GLAD)

Pre-K Experience Strategy 4 Highlights

Support transitions and foundational skill development

- Supplemental kindergarten prep programs in community
- Interventions for kindergarten academic skills



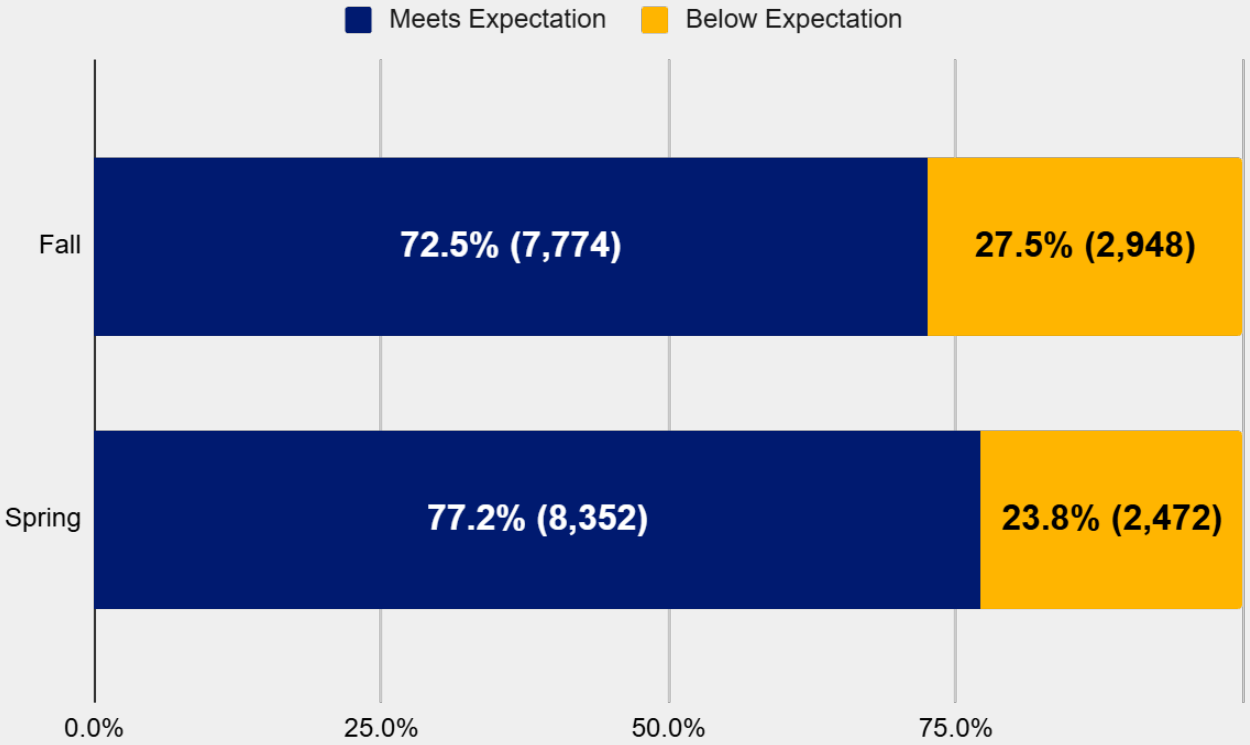
FCPS School Readiness

Kindergarteners assessed at the beginning and end of the year in:

1. **Literacy** (VALLSS, 2024-25 onward; PALS in prior years)
2. **Math** such as shapes, patterns, numbers, counting (EMAS)
3. **Self-Regulation** such as listening, focus (CBRS)

Students in FCPS Pre-K are also assessed in these domains.

Kindergarteners Meeting VALLSS Benchmark, 2025-26



Key Findings in 2025-26



- **Increased access** with 83% of kindergartners entering with Pre-K experience (+9 points from baseline), driven by FCPS / VPI Pre-K
- **Increased Pre-K capacity** of 600 additional slots
- **Greater levels of inclusion** as 37% of FCPS Pre-K students now served in an inclusive setting (+17 points from 2022-23)

English Language Acquisition



Multilingual Learners in FCPS

- Current Multilingual learners are students working toward full social and academic English language proficiency (ELP).
- ELP skills range within this group:
  - 29% are Level 1: minimal social and academic language skills
  - 23% are Level 2: some social and general academic language skills
  - 36% are Level 3: full social and some specific academic language skills
  - 12% are Level 4: full social and some technical academic language skills

How FCPS Measures Multilingual Learner Progress

- Each year, Multilingual learners' English language skills in **reading, writing, listening**, and **speaking** are assessed through WIDA ACCESS.
- The state sets expectations for Multilingual learners to make *regular progress* toward English proficiency each year, with the ultimate goal of *exiting the program* by demonstrating English language proficiency.

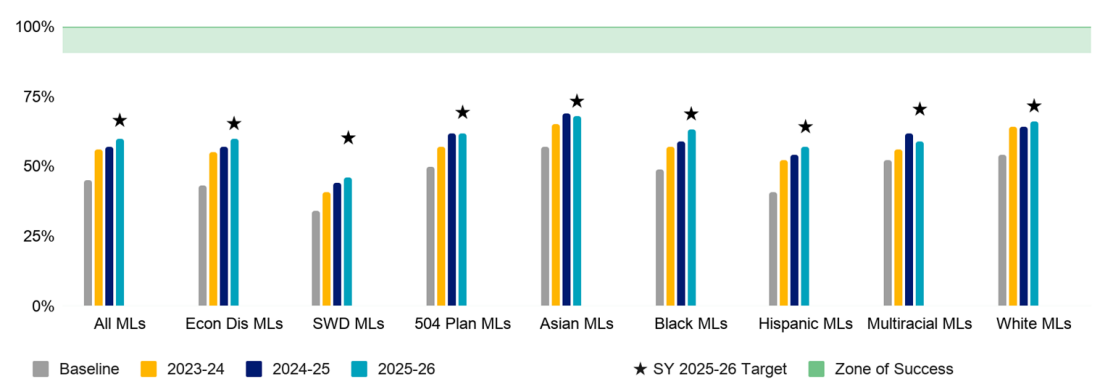
The Importance of Language in Academic Success

Multilingual learners with more developed English language skills perform better on SOL assessments.

Students Passing Both Reading and Math SOLs, 2025-26

	Division Average	ELP 1	ELP 2	ELP 3	ELP 4	ELP 6
3rd graders	69%	4%	11%	46%	85%	98%
8th graders	74%	1%	4%	16%	45%	75%

Students Meeting State WIDA Progress Standards

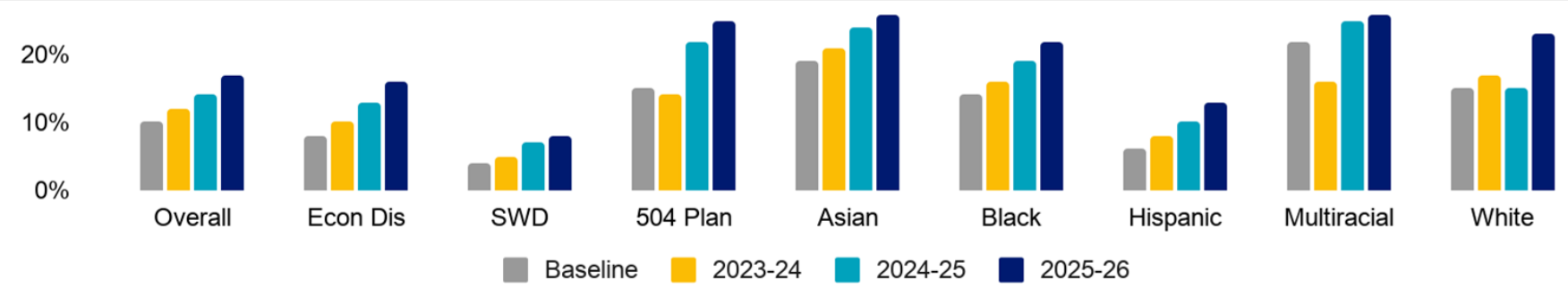


	Overall	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	45%	43%	34%	50%	57%	49%	41%	52%	54%
2023-24	56%	55%	41%	57%	65%	57%	52%	56%	64%
2024-25	57%	57%	44%	62%	69%	59%	54%	62%	64%
2025-26	**60%**	**60%**	**46%**	**62%**	**68%**	**63%**	**57%**	**59%**	**66%**
Target	66%	65%	60%	69%	73%	69%	64%	70%	72%
Status	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Progress	Progress

Students Meeting State WIDA Progress Standards

	ELP Level 1	ELP Level 2	ELP Level 3	ELP Level 4
Baseline	35%	48%	48%	44%
2025-26	**42%**	**63%**	**67%**	**61%**

Multilingual Learners Reaching Proficiency



	Overall	Econ Dis	SWD	504 Plan	Asian	Black	Hispanic	Multiracial	White
Baseline	10%	8%	4%	15%	19%	14%	6%	22%	15%
2023-24	12%	10%	5%	14%	21%	16%	8%	16%	17%
2024-25	14%	13%	7%	22%	24%	19%	10%	25%	15%
2025-26	**17%**	**16%**	**8%**	**25%**	**26%**	**22%**	**13%**	**26%**	**23%**

Proficiency by ELP Level

	Overall	ELP level 1	ELP level 2	ELP level 3	ELP level 4
Baseline	10%	1%	3%	18%	48%
2025-26	**17%**	**1%**	**5%**	**24%**	**53%**

Multilingual Learner Progress and Proficiency, 2024-25

	FCPS	Virginia	Alexandria	Arlington	Loudoun	Prince William
Progress	58%	54%	51%	54%	56%	55%
Proficiency	14%	12%	10%	13%	15%	13%

English Language Acquisition Strategies

1. Provide and monitor direct, explicit instruction in English Language Development (ELD) for all Multilingual Learners
2. Reinforce English language skills during content instruction
3. Support students and schools not making expected progress
4. Engage students and families in students' WIDA and educational progress

English Acquisition Strategy 1 Highlights

Provide and monitor direct, explicit instruction in English Language Development (ELD) for all Multilingual Learners

- Use basal resources during explicit ELD instruction
- Monitor and adjust instruction through ELD walkthroughs
- Strategically schedule students to maximize language acquisition
- Progress monitor through ELD Common Assessments and data tools

English Acquisition Strategy 2 Highlights

Reinforce English language skills during content instruction.

- 700 teachers trained in sheltered instruction (GLAD)
- 68 teachers earned Multilingual learner microcredential



English Acquisition Strategy 3 Highlights

Support students and schools not making expected progress.

- Intensified ELD for students not making progress
- Learning opportunities for teachers of Multilingual learners with Disabilities
- Required School Innovation and Improvement Plan (SIIP) and/or Project Momentum support for schools WIDA progress

English Acquisition Strategy 4 Highlights

Engage students and families in students' WIDA and educational progress

- New translation services and communication tools
- Ongoing opportunities for families to strengthen their language skills
- More frequent information to families about ELD and the WIDA assessment



Key Findings in 2025-26

- **Academic performance is stronger as students gain language skills,** with very high pass rates among students who recently demonstrated full proficiency (ELP 6a-d).
- **Substantial growth seen in language acquisition** as 60% of Multilingual learners met state WIDA progress standards (+15 points from baseline).
- **These gains have translated into more students reaching full proficiency,** where 5,500 Multilingual learners (17%) achieved proficiency (+7 points and +2,100 students from baseline).

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