



Strategic Plan

August 2018

Table of Contents

- To Our Community.....1
- Strategic Plan Overview2
- Strategic Initiatives 3-19
- Strategic Initiative 1 – Student Achievement and Growth 3-6**
- Lifelong Learning.....3
- Goal 1 – Standards3
- Goal 2 – Standards-Based Education.....3
- Goal 3 – Integrated Technology4
- Goal 4 – Assessment.....4
- Support for Learning5
- Goal 1 – Professional Learning Communities6
- Goal 2 – Multi-Tiered System of Support6
- Strategic Initiative 2 – STEAM - Science, Technology, Engineering, Arts & Mathematics .7**
- Goal 1 – STEAM7
- Strategic Initiative 3 – Positive School Culture and Safety.....8**
- Goal 1 – School Culture.....8
- Strategic Initiative 4 – Engagement and Experiences in Co-Curricular Activities9**
- Goal 1 – Diverse Activities.....9
- Goal 2 – High Quality Activities9
- Goal 3 – Enhanced Learning.....9
- Strategic Initiative 5 – Community Outreach and Communication 10-13**
- Community Outreach10
- Goal 1 – City of Fargo and Fargo Park Board Relations10
- Goal 2 – Fargo Public Schools Development Foundation10
- Goal 3 – Education That Works.....10
- Goal 4 – College and University Partnerships11
- Goal 5 – Career & Technical Education Partnerships11
- Goal 6 – Mental Health, Dropout Prevention & Youth Risk Services12
- Communication13
- Goal 1 – District Image.....13
- Goal 2 – Parent/Family Communication and Engagement.....13
- Goal 3 – Community Communication and Engagement13

Goal 4 – Internal Communication and Engagement.....	13
Strategic Initiative 6 – Equitable Resources and Planning	14-17
Human Resources.....	14
Goal 1 – Workplace Culture	14
Goal 2 – Recruitment and Promotions.....	14
Goal 3 – Recruitment Outreach Efforts	14
Goal 4 – Teacher and Administration Evaluation System.....	15
Goal 5 – Comprehensive Teacher Orientation Program.....	15
Goal 6 – Comprehensive New Teacher Mentor Induction Program.....	15
Long Range Facility Planning.....	15
Goal 1 – Maintain the Long Range Facilities Plan	16
Goal 2 – Annual Operational Maintenance.....	16
Goal 3 – Long Range Facilities Plan Implementation	16
Long Range Financial Planning	16
Goal 1 – Legislative Interaction.....	16
Goal 2 – Local Support for Schools.....	16
Goal 3 – Budgeting	16
Goal 4 – Operational Efficiency	17
Strategic Initiative 7 – Continuous Improvement and Accountability	18
Goal 1 – School Site Based Improvement Cycle.....	18
Goal 2 – District Improvement Cycle.....	18
Continuous Review Process	19

To Our Community...

The Fargo Public Schools established its current Strategic Plan in 2015 through a strategic planning process involving the community. The Strategic Plan is proactive and provides a road map to create the kind of educational experiences we want for today's and tomorrow's children. A balanced mix of current practice and new initiatives can be found throughout the plan. The plan is comprehensive and reaches all corners of the district. Both the academic and operational branches of the district are melded together to create consistency in practice.

The following plan makes our priorities clear, ensures full transparency, and will use measurable outcomes to hold us accountable for maintaining focus on what will benefit our students. The plan is reviewed annually.

The Fargo Public Schools Strategic Plan sets the course for the future of our district. We invite the Fargo community to join us as we *educate and empower all students to succeed!*



FARGO PUBLIC SCHOOLS STRATEGIC PLAN

Our Mission

“Achieving excellence by educating and empowering all students to succeed”

Our Vision

Fargo Public Schools is committed to excellence through a student-centered learning environment supported by positive collaborations with students, staff, parents, school, and community.

A Fargo Public Schools education will provide students with a broad knowledge base by engaging in a standards-based curriculum with co-curricular opportunities. Graduates will possess sound character and the 21st Century skills in communication, critical thinking, collaboration, and creativity necessary to participate in an ever-changing and culturally diverse world.

Equitable opportunities will ensure a quality educational experience to stimulate and support all students in their intellectual, social, and personal growth.

Our Values

The Fargo Public Schools are committed to:

- *Believing that all students can learn and grow*
- *Creating a supportive and positive school climate*
- *Ensuring that all students receive effective, rigorous, and relevant instruction from highly qualified teachers*
- *Engaging leadership in all student, parent, and community partnerships*
- *Making data-driven decisions for continuous improvement*

Our Strategic Initiatives

The following strategic initiatives will guide our efforts as we “educate and empower all students to succeed.”

- *Student Achievement and Growth*
- *STEAM – Science, Technology, Engineering, Arts, and Mathematics*
- *Positive School Culture*
- *Engagement and Experiences in Co-Curricular Activities*
- *Community Outreach and Communication*
- *Equitable Resources and Planning*
- *Continuous Improvement and Accountability*

STRATEGIC INITIATIVE 1

Student Achievement and Growth

As a result of the Fargo Public Schools efforts, our students will meet or exceed individual learning goals toward the achievement of district standards and benchmarks for academic proficiency in all content areas. We will accomplish this through the use of *Professional Learning Communities (PLCs)* and the following strategic initiatives and goals in the areas of *Lifelong Learning* and *Support for Learning*.

Lifelong Learning is the ongoing self-motivated pursuit of knowledge for either personal or career reasons. All students enrolled in the Fargo Public Schools will engage in a comprehensive curriculum designed to provide a variety of academic experiences. As a result of the Fargo Public Schools efforts, this strategic initiative will be achieved through the following goals:

Goal 1 – Standards

North Dakota State Standards – The Fargo Public Schools will use the North Dakota State Standards to provide the structure for teaching and learning. Standards encourage the highest achievement of every student by defining the knowledge and skills that students should acquire at each grade level. (*Reference: Teaching and Learning Long Range Plan*)

21st Century Standards – The Fargo Public Schools will use the 21st Century skills of collaboration, communication, creativity, and critical thinking to provide the structure for teaching and learning. 21st Century skills encourage the highest achievement of every student, by defining the knowledge and skills that students should acquire at each grade level and support the learning of the North Dakota State Standards. (*Reference: Teaching and Learning Long Range Plan*)

Indicators of Success or Results

- Fargo Public Schools Standards/Standards-Based Instruction Dashboard – The percentage of courses meeting district standards/standards-based instruction expectations
- Annual report to the Board of Education

Goal 2 – Standards-Based Education – Standards-based instruction provides educators an ongoing collaborative process to proactively plan instruction, interventions and extensions that will result in improvements to student learning. Fargo Public Schools teachers will use a standards-based education model to deliver the curriculum adopted to meet North Dakota State Standards and 21st Century skills. (*Reference: Teaching and Learning Long Range Plan*)

Indicators of Success or Results

- Fargo Public Schools Standards/Standards-Based Instruction Dashboard – The percentage of courses meeting district standards/standards-based instruction expectations
- Annual report to the Board of Education

Goal 3 - Integrated Technology – Today’s learning environments should reflect what we know about how people learn and take advantage of technology to optimize learning. Our system must support administrators, teachers, and support staff in their efforts to leverage the power of technology to provide engaging, personalized learning experiences and ensure students have the skills to be lifelong learners. Technology provides access to more learning resources and connections to experts and audiences beyond the classroom. The Fargo Public Schools will integrate technology within the curriculum to optimize the individual learning of each student. Integrated technology assists students to:

- Gather, evaluate, and or use information for learning
- Conduct research, solve problems, and or create original works for learning
- Communicate and work collaboratively for learning

(Reference: *Long Range Technology Plan*)

Indicators of Success or Results

- Yearly surveys of students and staff indicating the level of technology integration in classroom activities
- Yearly review of the *Long Range Technology Plan* to ensure implementation fidelity
- Annual report to the Board of Education

Goal 4 - Assessment – Assessments provide students, educators, parents, and the public with a range of information about standards-based student achievement. The Fargo Public School teachers will use both formative and summative assessments to measure student achievement. Results from these assessments will assist teachers in making decisions to determine the best practices and procedures that will result in improvements to student learning. (Reference: *Teaching and Learning Long Range Plan*)

Indicators of Success or Results

- Grade K-5 Students Meeting Their Individual Growth Target – The percentage of students meeting their individual growth target on the district’s benchmark (aimswebPlus) assessments
- Grade K-5 Students Meeting Grade Level Reading Target – The percentage of students meeting Fargo Public Schools Grade Level Reading Target on the district’s reading benchmark assessments
- Grade 3-10 Students Meeting Their Individual Growth Target – The percentage of students meeting their individual growth target on the district’s interim (Measures of Academic Progress) assessments
- Grade 3-8 and 11 Students Meeting North Dakota State Standards – The percentage of students meeting North Dakota State Standards for language arts, math and science

FARGO PUBLIC SCHOOL STRATEGIC INITIATIVES

- Grade 11 Students Meeting American College Testing (ACT) Benchmark Scores – The percentage of students meeting ACT Benchmark Scores for English Composition, College Algebra, Social Sciences, and Biology (Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.)
- Students Meeting Advanced Placement (AP) Test Scores Standards – The percentage of students earning an AP exam score of 3 or higher
- Academic Rigor – The percentage of high school students taking at least one rigorous course (AP, Dual Credit)
- Graduation Rates – The percentage of high school students who graduated on time, dropped out, or are continuing
- Student Eligibility and Career Readiness – The percentage eligible and ready for careers based on industry certifications, end of year assessments, or career readiness competencies
- Student Life After High School – The percentage of students indicating they plan to enroll in the military or attend a two-year or four-year institution of higher education
- Annual report to the Board of Education

Support for Learning is the ongoing system-wide practices utilized by the Fargo Public Schools to ensure the highest possible student achievement in both academic and behavioral pursuits. All teachers in the Fargo Public Schools will engage in an ongoing processes of collective inquiry and action research (PLCs) to achieve better results for the students they serve. In addition, all teachers will engage in a system-wide student support system (MTSS) that provides interventions and extensions for students who are needing additional support.

Professional Learning Communities (PLCs) are educators working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

PLCs ask the following questions:

- 1 – What do we want all students to know and be able to do?
- 2 – How will we know if they have learned it?
- 3 – How will we respond if students don't learn?
- 4 – How will we respond if students already know it?
- 5 – What professional development is needed?

Adapted from DuFour, DuFour, Eaker, & Many (2006)

As a result of the Fargo Public Schools efforts, Strategic Initiative 1 will be strengthened through the following goals:

FARGO PUBLIC SCHOOL STRATEGIC INITIATIVES

Goal 1 - Professional Learning Communities – Collaboration among teachers in each academic area will enhance the ability of teachers to examine all practices in light of their impact on learning. This collaborative process proactively assists teachers in planning for standards-based instruction, interventions and extensions. The Fargo Public Schools will accomplish this goal by ensuring that the time needed to conduct PLCs is scheduled at least once a week during the school year. PLCs are one of the components of the district's needs assessments to determine professional development sessions.

Goal 2 - Multi-Tiered System of Support (MTSS) – MTSS is a school-wide process, beginning with quality core instruction within the general education classroom. Academic and behavioral interventions or extensions are provided to students based on data collection and analysis. These interventions or extensions vary in intensity based on student needs and may be provided by a variety of personnel, starting with the general education teachers. The MTSS model supports:

- *Supplementary Intervention:* Supports that augment primary instruction to directly address an area of need; often implemented in small-group setting but may be individualized; often associated with Tier 2.
- *Intensive Intervention:* An academic and behavioral intervention characterized by increased length, frequency, and duration of implementation and administration to students significantly below grade level; often associated with Tier 3.
- *Progress Monitoring:* A scientifically based practice to assess students' academic performance and evaluate the effectiveness of the instruction that can be used with individual students, a small group, or an entire class. Also, the process used to monitor implementation of specific interventions.
- *Extensions:* Supports that augment primary instruction to directly address content, product and process.

The Fargo Public Schools will accomplish this goal by developing policies, practices, and protocols throughout the K-12 system.

Indicators of Success or Results

- Fargo Public Schools Strategic Plan Survey – The percentage of staff scoring their participation in Professional Learning Communities at the applying level.
- Fargo Public Schools Multi-Tier Level of Support System Handbooks – Completed and annually reviewed MTSS handbooks that includes information for elementary school, middle school, and high school.
- Fargo Public Schools Strategic Plan Survey – The percentage of staff scoring their participation in the FPS Multi-Tier Level of Support System at the applying level.
- Annual report to the Board of Education.

STRATEGIC INITIATIVE 2

STEAM – Science, Technology, Engineering, Arts, and Mathematics

The Fargo Public Schools will enhance student experiences by ensuring that every student has the opportunity to engage in a well-rounded education. This will be accomplished by adopting a philosophical stance that Science, Technology, Engineering, Arts and Mathematics (STEAM) are essential core curriculums.

STEAM is not a program, but a philosophy that spreads throughout the K-12 system. Breakthrough thinking and creative innovation are the pillars of a STEAM related philosophy. STEAM emphasizes the 21st Century skills that are critical to our students' future. The 21st Century skills of collaboration, communication, creativity, and critical thinking are emphasized through project-based learning, usually through interdisciplinary activities.

The A in STEAM stands for the Arts and Humanities, which include: dance, theatre, visual arts, media arts and music, and also includes the liberal arts. The liberal arts include Language Arts, Foreign Languages, Social Studies, and Career and Technical Education, which each enhance the components of the STEAM fields. (Reference: *Teaching and Learning Long Range Plan*)

Goal 1 - STEAM – The Fargo Public Schools will encourage teachers and students to see and think in new ways across disciplines. Knowledge creation, innovation and breakthrough thinking will assist the process of making connections across disciplines. As a result of our efforts, the Fargo Public Schools will accomplish this goal through the district's STEAM related strategic initiatives as articulated in the *Teaching and Learning Long Range Plan*.

Indicators of Success or Results

- Number of grade 6-12 students enrolled in STEAM related courses
- Key learning environment data from the AdvancED Effective Learning Environments Observation Tool (eleot) gathered during school learning walks.
- Number of teachers participating in STEAM related professional development opportunities
- Number of co-curricular STEAM related activities occurring in the schools.
- Annual report to the Board of Education

STRATEGIC INITIATIVE 3

Positive School Culture and Safety

School Culture is a group's shared belief, customs, and behavior. A positive and nurturing school culture will be the outcome of our efforts. Each school will develop and maintain a culture plan to support student learning. There are four elements important to a positive school culture:

- Leadership from the building principal, but also from other staff and the students themselves
- A school wide sense of community
- Participatory student leadership. Student leadership empowers students to develop a feeling that "this is our school, and we are responsible for making it the best school it can be."
- A climate of mutual respect and cooperation that pervades all relationships, those among adults as well as those between adults and students

Character is the development of the traits of a good person. A good person has a mindset that is open and willing to grow. They know the difference between right and wrong and always try to do what is right. They set a good example for everyone and strive to make the world a better place. Therefore, as a result of our efforts, students will possess sound character and self-esteem that allows them to accept and respect themselves and others.

Cultural Proficiency is a mind-set, a worldview, a way a person or an organization makes assumptions for effectively describing, responding to, and planning for issues that arise in diverse environments. Cultural proficiency is a paradigm shift from viewing cultural differences as problematic to learning how to interact effectively with a variety of cultures. Therefore, as a result of our efforts, students and staff will accept and respect the diversity of gender, race, culture, and age differences.

Safety of students, staff, and all other individuals at Fargo Public Schools will always be a district priority. The district will continue to engage in conversations monitoring and reviewing the safety of all FPS patrons. Additionally, the district will continue to review policies, practices, and interactions working towards providing the safest atmosphere possible for all. Therefore, as a result of our efforts, students and staff will continue to engage in safe learning environments for all.

Goal 1 – School Culture – As a result of our efforts, each school will develop and maintain a culture plan that emphasizes character development, cultural proficiency, and safety.

Indicators of Success or Results

- AdvancED Survey Data on school culture
- Verification of school culture plans for each building
- Annual report to the Board of Education
- Safety committee recommendations to the Board of Education

STRATEGIC INITIATIVE 4

Engagement and Experiences in Co-Curricular Activities

Students who engage in co-curricular experiences enhance their overall educational experience and improve their skills in the areas of time management, long term commitments, collaboration, creativity, and in building positive relationships. Those involved in co-curricular activities are more connected to their school and tend to have higher grades.

Therefore, the Fargo Public Schools supports participation by all students in co-curricular activities. Co-curricular activities are those activities that occur outside of the regular school day and serve to enhance student learning. Co-curricular activities offered by the Fargo Public Schools are academic activities, athletics, clubs, drama and music. As a result of our efforts, students will be provided the opportunity to engage in a variety of co-curricular activities designed to enhance their overall educational experience. This will be accomplished through the following goals:

Goal 1 - Diverse Activities – Fargo Public Schools will provide a broad range of diverse activities for our students.

Goal 2 - High Quality Activities – Fargo Public Schools will provide high quality activities for our students.

Goal 3 - Enhanced Learning – Fargo Public Schools will enhance the learning of our students through co-curricular activity participation.

Indicators of Success or Results

- Participation data from season summary report
- Participant satisfaction survey data
- Activities “Honor Roll”
- GPA of participants
- Team scholar award recipients
- Annual report to the Board of Education

STRATEGIC INITIATIVE 5

Community Outreach and Communication

Community Outreach – As a result of our efforts, Fargo Public Schools will establish partnerships and relationships with non-profit agencies, area businesses, and local college and university teacher preparation programs to support student academic success. External partnerships with the community provides additional support and enrichment opportunities for students and staff. As a result of the Fargo Public Schools efforts, this strategic initiative will be achieved through the following goals:

Goal 1 - City of Fargo and Fargo Park Board Relations – The Fargo Public Schools will continue to foster a positive partnership with the City of Fargo and Fargo Park District. Positive and healthy relationships between administrations and elected officials will enhance the ability of all three entities to serve the public in a collaborative and meaningful way.

Indicators of Success or Results

- Administration and elected officials will meet bi-annually to discuss current and relevant issues associated in providing quality services to the citizens of Fargo. These meetings will be a shared responsibility and hosted by each entity in a rotational cycle.

Goal 2 - Fargo Public Schools Development Foundation – The Fargo Public Schools will maintain a relationship with the Fargo Public Schools Development Foundation for financial resources to support student and critical needs and innovative educational programs.

Indicators of Success or Results

- Funds raised for the Got No Milk Program/Critical Needs Programs
- Number of endowments, education grants, scholarships and awards
- Funds raised for special projects
- Continuation of the Adopt-A-School Program
- Annual report to the Board of Education

Goal 3 - Education That Works – Education that Works is a collaborative effort among the Greater Fargo Moorhead Economic Development Corporation, United Way of Cass-Clay, and the Fargo, Moorhead and West Fargo Public School Districts. The goal of this program is to enhance K-12 curriculum with project-based learning that includes a stronger focus on measuring the 21st Century skills of communication, collaboration, critical thinking and creativity. The three goals of the Education that Works collaboration include:

- Provide and align 21st century learning experiences for current and future educators in response to workforce development needs

FARGO PUBLIC SCHOOL STRATEGIC INITIATIVES

- Prepare tomorrow's educators differently
- Raise awareness and promote dialogue among stakeholders and business community of the need for 21st century skill development.
- Facilitate extended and innovative 21st century learning experiences for students.

Indicators of Success or Results

- Number of project-based learning projects conducted in the Fargo Public Schools.
- Number of students participating in 21st Century classroom projects.
- Number of students enrolled in CTE courses.
- Number of students participating in Metro Tech Camp for middle school students.
- Annual report to the Board of Education

Goal 4 - College and University Partnerships – The Fargo Public Schools will continue to work with local college and university teacher preparation programs to ensure that we are partners in the preparation of future teachers. In addition, we will partner with the colleges and universities to ensure that our current staff have access to professional development and college course credit programs.

Indicators of Success or Results

- Continue relationships with area college teacher preparation programs by attending the local college dean advisory committee meetings
- Continue to partner with the University of North Dakota Resident Teacher Program.
- Continue to work with local colleges in the placement of student-teacher field experience students and other internship opportunities

Goal 5 - Career and Technical Education Partnerships – Career and Technical Education (CTE) is an essential component of the educational system, preparing learners for life, careers, and college. With an emphasis on real-world and real-life skills, occupational content and academics come to life through application. Students develop 21st Century skills as they communicate and collaborate on activities and utilize creativity and critical thinking to design projects and solve problems.

Teachers work directly with business and industry partners to bridge high school curriculums with relevant skills and experiences needed in today's world of work. Implicit to the CTE program are the components of advisory committees and community relations outreach as well as workplace experiences, business partnerships, and post-secondary connections. Therefore, as a result of the Fargo Public Schools efforts, we will engage in outreach initiatives designed to support our programs and students.

Advisory Committee and Community Relations - The Career and Technical Education (CTE) Advisory Committee's purpose is to strengthen the programs it serves. The committee exists to advise, assist, support and advocate for career and technical education. Members from community businesses and organizations are volunteers who share content expertise and performance knowledge based on the program area and its related occupations. Advisory committees work cooperatively with school administration

and instructors in planning and carrying out committee work. They are advisory only and has no legislative, administrative or programmatic authority. Committees may serve a specific CTE program or a combined committee may serve several CTE programs.

Indicators of Success or Results

- The advisory committee's action plans will be posted on the Fargo Public Schools Strategic Plan Dashboard.
- Annual report to the Board of Education

Workplace Experiences, Business Partnerships, and Post-Secondary Connections - Career awareness and other workplace learning activities take place within the CTE classroom and create the opportunity for community partnerships with teachers, students, and the business community. Business partnerships will be cultivated to expand career connections in the classroom and work placement options for students. As a result of the Fargo Public Schools efforts, our staff will connect students with post-secondary institutions to support CTE program alignment and create opportunities for dual credit coursework or industry certifications.

Indicators of Success or Results

- Number of community and industry partners that align with CTE program pathways for each program area
- Number of events and activities that occur between the CTE program instructors and the business community
- Course enrollments to improve non-traditional student participation and retention in non-traditional programs
- Number of job shadowing and cooperative learning experiences
- Annual report to the Board of Education

Goal 6 – Mental Health, Dropout Prevention, & Youth Risk Services – As a result of our efforts, Fargo Public Schools will implement a K-12 Multi-Tiered System of Support (MTSS) process, for Academics as well as Behavior, to identify and assist students who experience mental health and alcohol/drug issues, are in need of additional support for academic and social/emotional development, or are at risk of dropping out of school. The FPS Positive Student Behavior Action Plan includes staff utilization, policy implementation and professional development in support of improving student self-regulation skills. Fargo Public Schools will collaborate with community agencies to help secure needed assistance for students.

Indicators of Success or Results

- Student and family referrals to community resources
- Attendance Rates – The percentage of students with 12 or fewer unexcused days absent per year.
- Graduation Rates – The percentage of high school students who graduated on time, dropped out, or are continuing
- Incident Reports – The number of minor, major and suspension student violations will decrease annually.

FARGO PUBLIC SCHOOL STRATEGIC INITIATIVES

- Annual report to the Board of Education

Communication – As a result of our efforts, Fargo Public Schools will communicate effectively and engage with internal and external stakeholders to build community trust and support. The district will communicate proactively and with transparency. This will be accomplished through building comprehensive communications systems utilizing multiple forms of media. A strategic communication plan will be developed to strengthen and organize overall communication efforts to achieve the following goals.

Goal 1 - District Image – As a result of our efforts, the Fargo Public Schools will have strong relationships with the community. Overall, citizens of Fargo will have positive opinions of the education provided to students in the district.

Goal 2 - Parent/Family Communication and Engagement – As a result of our efforts, the school district and individual schools will have established, effective communication between school, parents and families. Uniform communication guidelines will be set for all schools in order for communication processes to be consistent amongst all schools.

Goal 3 - Community Communication and Engagement – As a result of our efforts, the school district will have effective communication and engagement with the community at large. Fargo Public Schools will focus on communicating with the ever changing and diverse community that exists in Fargo. When applicable and appropriate, the district will provide for public engagement and feedback on the educational processes and decisions.

Goal 4 - Internal Communication and Engagement – As a result of our efforts, Fargo Public Schools will have communication systems that establish open and transparent communication channels throughout the entire organizational system and through all employee groups. Communication processes will be enhanced to improve the flow of information to internal stakeholders. Staff members will be provided with information regarding the schools and district in order to be ambassadors for the district.

Indicators of Success or Results

- AdvancED Survey data on school communications
- Number of media releases and coverage percentage
- Website analytics
- Number of social media followers and interaction
- Number of subscribers to electronic newsletter
- Community engagements, feedback opportunities or public forums
- Annual report to the Board of Education

STRATEGIC INITIATIVE 6

Equitable Resources and Planning

As a result of Fargo Public Schools efforts, the district will secure and allocate resources needed to adequately fund and carry out this strategic plan. Meeting the needs of all students by providing equitable resources across the district will be a priority in all decisions made to educate our students. We will accomplish this by ensuring that we employ a highly qualified staff (Human Resources), and implement a well-developed *Long Range Facilities Plan* and a proactive *Long Range Financial Plan*.

Human Resources – Fargo Public Schools will strive to attract and retain the highest qualified employees at all levels of the organization. As one of the largest employers in the region, Fargo Public Schools has a broad range of human resources needs including educators, educational support staff, operations staff, and administrative staff. Fargo Public Schools will attract, support, and retain the highest qualified employees at all levels of the organization through the following goals:

Goal 1 - Workplace Culture – Fargo Public Schools will create a culture and work environment that makes the district an employer of choice. There are several motivating factors that attract applicants and retain employees. It is vital to create a culture that recognizes human motivators and allows for flexibility in meeting the wide range of needs facing our existing or potential workforce. We will accomplish this goal by providing:

- Competitive compensation and benefit packages
- High quality new employee orientation programs
- A mentoring program for all new certified staff
- Continuing education and professional development for all staff members

Goal 2 - Recruitment and Promotions – Fargo Public Schools will promote the district as a major employer in the state and region. This goal will be achieved by maintaining a marketing plan that promotes the broad range of employment opportunities available at Fargo Public Schools.

Goal 3 - Recruitment Outreach Efforts – Fargo Public Schools will continually review recruitment efforts and expand our efforts when necessary to attract the best candidates at all levels. In addition, the district will seek to recruit a diverse applicant pool for all openings.

Indicators of Success or Results

- Annual hiring statistics
- Resignation/retirement rates
- Personnel evaluation systems
- Employee longevity
- Exit interviews

FARGO PUBLIC SCHOOL STRATEGIC INITIATIVES

- Annual report to the Board of Education

Goal 4 - Teacher and Administrator Evaluation System – The Fargo Public Schools will implement a framework for teacher and principal performance appraisals that are based on research-supported instructional strategies and consistent in application. The evaluation system will provide valid and reliable measures of teacher and principal performance.

Indicators of Success or Results

- Percentage of completed teacher and administrator growth plans.
- Annual report to the Board of Education

Goal 5 - Comprehensive Employee Orientation Program – The Fargo Public Schools will conduct comprehensive orientation programs for all new staff prior to the start of each school year. Orientation is the first step in the onboarding process of new employees. The purpose of onboarding is to provide a structured process new hires go through in order to become engaged and productive with Fargo Public Schools. When new hires attend orientation, they are introduced to the Strategic Plan, the District’s mission, vision, goals and initiatives and important information regarding benefits and expectations.

Indicators of Success or Results

- Personnel evaluation systems for Category 1 Teachers
- Survey results of New Staff Orientation participants
- Annual report to the Board of Education

Goal 6 - Comprehensive New Teacher Mentor Induction Program – The Fargo Public Schools will provide support for new teachers by engaging them in a comprehensive mentoring program. Support is focused on accelerating the new teachers’ classroom practice, ensuring student academic success, and developing autonomous self-reflective teachers who are responsive to the diverse cultural, social, academic, and linguistic backgrounds of all students.

Indicators of Success or Results

- FPS New Teacher Induction (NTIP) annual survey results
- Growth from personnel evaluation systems for Category 1 Teachers
- Annual report to the Board of Education

Long Range Facility Planning – Fargo Public Schools will strive to build and maintain facilities necessary to carry out the mission of the district with appropriate space available for all aspects of education. As a result of our efforts, this will be accomplished through the following goals:

Goal 1 - Maintain the Long Range Facilities Plan – In 2013, Fargo Public Schools finalized a new Long Range Facilities Plan to guide the district. This effort includes an

FARGO PUBLIC SCHOOL STRATEGIC INITIATIVES

annual review and update so the plan stays current. (*Reference: Long Range Facilities Plan*)

Goal 2 - Annual Operational Maintenance – Fargo Public Schools will systematically plan maintenance projects annually for completion. With the Long Range Facilities Plan, the district enhanced the financial commitment toward operational maintenance. This commitment will require a detailed plan of annual needs and scheduling to ensure designated projects are completed. (*Reference: Long Range Facilities Plan*)

Goal 3 - Long Range Facilities Plan Implementation – Fargo Public Schools will proactively implement the Long Range Facilities Plan. The district must maintain good community partnerships to stay current with city growth trends. Data on Fargo city development will assist the district in implementing each step of the plan, which will assure we have secured the appropriate resources necessary to both maintain existing facilities, and design and build new facilities in a timely manner. (*Reference: Long Range Facilities Plan*)

Indicators of Success or Results

- Designed replacement schedules
- Operational maintenance completion schedules
- Analysis of available resources compared to upcoming needs
- Annual report to the Board of Education

Long Range Financial Planning – Fargo Public Schools will develop a long-term financial stability and sustainability plan. This effort will require ongoing state commitment to education funding, local support for the educational experience expected by district stakeholders, and ongoing federal support for federal education mandates. As a result of our efforts, this will be accomplished through the following goals:

Goal 1 - Legislative Interaction – Fargo Public Schools will communicate with state leadership in the legislature regarding funding. The state legislature meets on a biennial basis and provide a significant portion of education funding. In the 2013 legislative session, there was an increase in the level of state support. As a result of our efforts, the Fargo Public Schools will continue to proactively communicate and collaborate with the North Dakota State Legislature to ensure that the state of North Dakota maintains the highest level of funding possible.

Goal 2 - Local Support for School – Fargo Public Schools will secure and maintain local support for the district. Local taxpayers have a history of supporting the educational services provided by Fargo Public Schools. Recent legislative action requires the district to reaffirm local authority for taxation. As a result of our efforts, the Fargo Public Schools will continue to seek local support and commitment for education.

Goal 3 - Budgeting – Fargo Public Schools will strive to maintain annual cash flow and balanced budgets. This effort requires analysis of cash flow, which includes appropriate

debt structure and fund balances. As a result of our efforts, we will continue to ensure effective and efficient use of public tax dollars.

Goal 4 - Operational Efficiency – Fargo Public Schools will continue to analyze variable expenses in an effort to provide operational efficiency district wide. As a result of our efforts, we will accomplish this goal by ensuring that annual operating expenses mirror annual revenue projections.

Indicators of Success or Results

- Unqualified opinion on external annual audit report
- Certification of a balanced budget
- Maintaining district and auditor expected fund balances
- Maintain highest possible bond rating
- Annual report to the Board of Education

STRATEGIC INITIATIVE 7

Continuous Improvement and Accountability

The Fargo Public Schools are committed to making data driven decisions to ensure continuous improvement and accountability. Therefore, as a result of Fargo Public Schools efforts, the school district will engage in a comprehensive process of building and district level evaluation and accreditation. This will be accomplished by using the AdvancED School Improvement and Accreditation Model. Each school and the district as a whole will engage in a five-year review cycle. During a review cycle, the following five standards are evaluated:

Standard 1: Purpose and Direction

- The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership

- The system operates under governance and leadership that promote and support student performance and school effectiveness.

Standard 3: Teaching and Assessing for Learning

- The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Standard 4: Resources and Support Systems

- The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement

- The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Goal 1 - School Site Based Improvement Cycle – Each school will engage in a five-year cycle of school improvement and review.

Goal 2 - District Improvement Cycle – The school district will engage in a five-year cycle of school improvement and review.

Indicators of Success or Results

- Results from School Accreditation visitation and subsequent summative report
- Results from District Accreditation visitation and subsequent summative report
- Annual report to the Board of Education

Continuous Review Process

This Strategic Plan will be reviewed annually by administration and the School Board to ensure that the intent of the plan continues to reflect the practice and improvement of our District. The annually review will be conducted in August of each year.