



Strategic Plan

August 2022

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To Our Community...

The Fargo Public Schools (FPS) established its Strategic Plan in 2015 through a strategic planning process involving the community. In 2022, the Fargo Board of Education approved a refreshed Strategic Plan. The Strategic Plan was comprehensively refreshed in 2022 to reflect completed tasks and new direction based on the evolving needs and priorities of the Fargo Public Schools community. The plan continues to remain a “living document” that is reviewed annually and updated as needed to better meet the needs of all FPS students.

The Strategic Plan is proactive and provides a road map for the educational experiences our community desires for students in Fargo Public Schools. The plan is comprehensive and inclusive of all areas impacting district operations. Both the academic and operational branches of the district are melded together to create consistency in practice that caters to the whole child focused on multiple standards of success for students in Fargo Public Schools.

The following plan makes our priorities clear, ensures full transparency, and provides formative information that can be used to hold us accountable for maintaining focus on the results that will benefit our students.

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

FPS Strategic Plan – Overview

The FPS Strategic Plan is developed based on the mission, vision, and values of Fargo Public Schools.

FPS MISSION

Educating and empowering all students to succeed

FPS 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 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.

FPS VALUES

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 students, parent, and community partnerships*
- *Making data-driven decisions for continuous improvement*

FPS Strategic Plan – History and Refresh

Fargo Public Schools began work on its first Strategic Plan in 2000. During the 2014-15 school year, a new Strategic Plan was created. The FPS Strategic Plan was approved by the Fargo Board of Education on June 9, 2015 and was developed with an intentional process that allowed for a wide variety of stakeholder input.

Although the plan is a living document that is updated annually with slight modifications, it is also imperative for a periodic comprehensive review to ensure alignment with the Fargo Public Schools mission of educating and empowering all students to succeed.

While COVID-19 presented many challenges to FPS during the 2019-2020, 2020-2021 and 2021-2022 school years, it also created many opportunities for growth and innovation. One of the greatest successes during these challenging times was witnessing the staff of Fargo Public Schools provide high quality instruction to our students in a variety of instructional models. A refreshed FPS Strategic Plan allowed all patrons to incorporate lessons learned from those opportunities and replace completed Strategic Targets of the previous Strategic Plan with new standards to keep pushing FPS forward in fulfilling its mission.

FPS Strategic Plan – Strategic Initiatives

The Strategic Plan is grouped by six strategic initiatives directly aligned to the results monitored by the Board of Education based on their policies:

1. Tiered Instruction
2. Positive School Culture and Safety
3. Co-Curricular Activities
4. Community Outreach and Communication
5. Equitable Resources and Planning
6. Continuous Improvement and Accountability

FPS Strategic Plan – Purpose

In the book *Pacing for Growth: Why Intelligent Restraint Drives Long-Term Success*, Alyson Eyring provides the following information about organizational alignment:

“Alignment means coherence with your vision and your values. It calls for leaders to ensure the process of setting Strategic Targets will add up to impact what is most important to achieve ‘vertical alignment.’

Alignment requires daily processes and activities work together to create the most ‘value’ possible for the energy invested. This results in ‘horizontal alignment.’

It is easy to talk about alignment. Building horizontal and vertical alignment with vision and values is a high-exertion, high-value activity. It requires intention and dedicated time to decide to do somethings and not others. It requires leaders to understand and problem-solve complexity. You will never get rid of complexity. You can learn to manage

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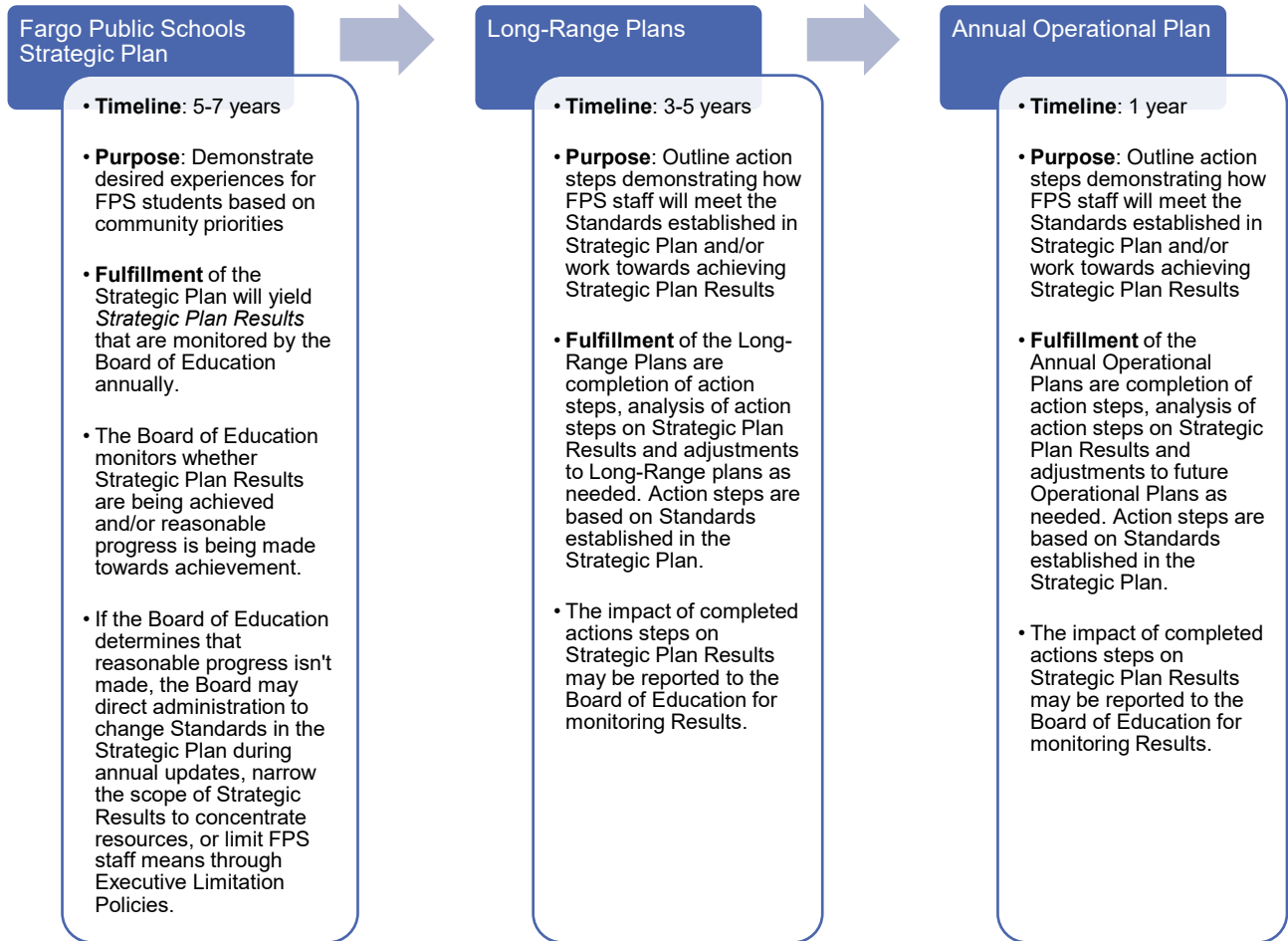
it better together. Improving your leadership capability to focus and create intentional routines, increases the likelihood of alignment and ultimate impact.”

The purpose of the FPS Strategic Plan is to be a proactive road map to:

1. Create the experiences for students as identified in the community’s priorities.
2. Serve as a tool to ensure alignment of resources and efforts.
3. Lead to desired results for students and staff within the governance structure utilized by the Fargo Board of Education.

As depicted in the graphic below, the FPS Strategic Plan is an overarching document for Fargo Public Schools that guides the scope of work for the district.

The Fargo Board of Education adopted the Strategic Initiatives outlined in the Strategic Plan as the Board of Education’s Result’s Policies, allowing for organizational alignment in monitoring the desired results of the FPS Strategic Plan.



FPS Strategic Plan – Framework and Theory of Change

The evidence-based framework and theory of change utilized to guide the behaviors and expectations for the fulfillment of Fargo Public School’s Strategic Plan is Peter Senge’s *The Fifth Discipline: The Art & Practice of the Learning Organization*.

Peter Senge’s Systems theory explicitly states that perfect performance at the system level is unobtainable. The Strategic Target is to learn how to be ‘better every day’ as a full team, not isolated efforts within effective projects. Our Strategic Target should be the creation of a learning system that is continually working to improve.

Systems thinking, when embraced, can lead positive disruption towards changing the culture of an organization or system.

Systems thinking creates a true learning organization “where people at every level of the system continually expand their capacity to learn to create the results they truly desire, where new and expansive patterns of thinking are truly nurtured, where collective aspiration is clearly defined and known by everyone, and where people are continually learning how to learn together to reach what we aspire and commit to together.”

The true source of success and barriers are the mental models embraced and relationships developed at every level of the organization.

FPS Strategic Plan – Common Language and Understanding

Common language is defined as a shared vehicle for communication that allows all members of an organization to use information and take part in the ongoing dialogues (Feely and Harzing, 2003). Using common language and ensuring all FPS patrons share common interpretations is an important requirement around the use of strategic planning.

Results (a.k.a., Strategic Results or Results Policies) are the organizational products, impacts, benefits, or results for specified recipients and their relative worth (what end result is desired for whom and at what cost?). These results are identified in Board policies that instruct the Superintendent to achieve defined impacts at a specified cost. These policies are developed systematically from the broadest, most general level to more defined levels, and are also called Results policies. Results are monitored by drawing conclusions relative to whether each Result has been achieved or whether reasonable progress has been made toward its achievement. The criterion for monitoring each Strategic Initiative is outlined in the Board Results policies.

Standards are specific end results to be desired. Standards are a major step in achieving the results desired in Fargo Public Schools. Standards are evaluated based on criterion including, but not limited to, the following: whether the Standard is met, whether the Standard is aligned to the results, whether or not the Standard is specific, measurable, achievable, relevant, time-bound, etc.

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Formative Information is a range of formal and informal metrics used as measures of continuous improvement by staff for the purposes of reflection and if needed, modifying practices that provide insight relative to meeting a standard and/or achieving a result. As a learning organization, formative information is measured and used as tools for analysis for the purposes of continuous improvement by employees and/or practitioners.

In strategic planning, Formative Information and Results are sometimes used interchangeably to describe what needs to be measured to determine to reach desired outcomes. However, it is important to note that Formative Information is not the same as Results.

The Results are the outcomes Fargo Public Schools is working to achieve. The Formative Information serves as benchmarks that provide insight on how any one area of our District is working towards the Result. Metrics should not become Strategic Initiatives.

FPS Strategic Plan – Diversity, Equity, and Inclusion

Fargo Public Schools believes diversity, equity, and inclusion are necessary for FPS to meet its mission of “educating and empowering all students to succeed” and is committed to addressing the educational gaps in our District.

At FPS, the words diversity, equity, and inclusion drive action, to challenge ourselves, improve our systems, and grow as a community. In the book *PLC+: Better Decisions and Greater Impact by Design*, five questions are identified to drive changes to many facets of teaching and learning and seed larger change. The process of monitoring Results, evaluating Standards, and measuring Formative Information is rooted in these five questions that allow educator teams to put equity front and center in all collaborative conversations. Most importantly, these questions help FPS keep the focus on Results and assist in our journey to become and remain a learning organization. These five questions are as follows:

- 1) Where are we going?
- 2) Where are we now?
- 3) How do we move learning forward?
- 4) What did we learn today?
- 5) Who benefited and who did not benefit?

FPS Strategic Plan – Strategy Map

The Strategy Map is a visual representation to help FPS remain focused on the Results of the Strategic Plan as a learning organization and contextualize the role of education in the lives of students.

Uriel Brofenbrenner’s System Ecological Theory guides the work in Fargo Public Schools and advocates for meeting the needs of the whole child. System’s Ecological Theory looks at a child’s development within the context of the system of relationships that form their

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environment. In Bronfenbrenner's model, the child is at the center of a five-layer system wherein each layer symbolizes a different perspective of the environment and each having an influence on a child's growth and development (Keenan, Evans, 2009). The theory views child development as a complex system of relationships affected by multiple levels of the surrounding environment, from immediate settings of family and school to broad cultural values, laws, and customs experienced in community (Ryan, 2001).

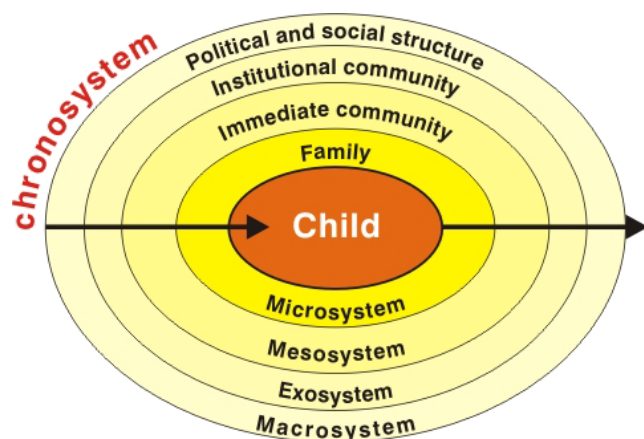


Image Source: (Keenan, Evans, 2009)

Consequently, the results of the school system are a product of multiple individual variables coming together and not indicative of any one action or metric at a specified time. As a learning organization, FPS recognizes that the work of our District is interconnected and consists of multiple factors impacting child development.

Therefore, it is important to recognize the measures of success and progress utilized in the organization, so we can continue to improve in our outcomes for the students we serve. This includes balancing the need for employees to be reflective of the Formative Information we collect to improve practices while being able to triangulate the Formative Information to maintain focus on the Results we seek.

Fargo Public Schools defines success in multiple ways:

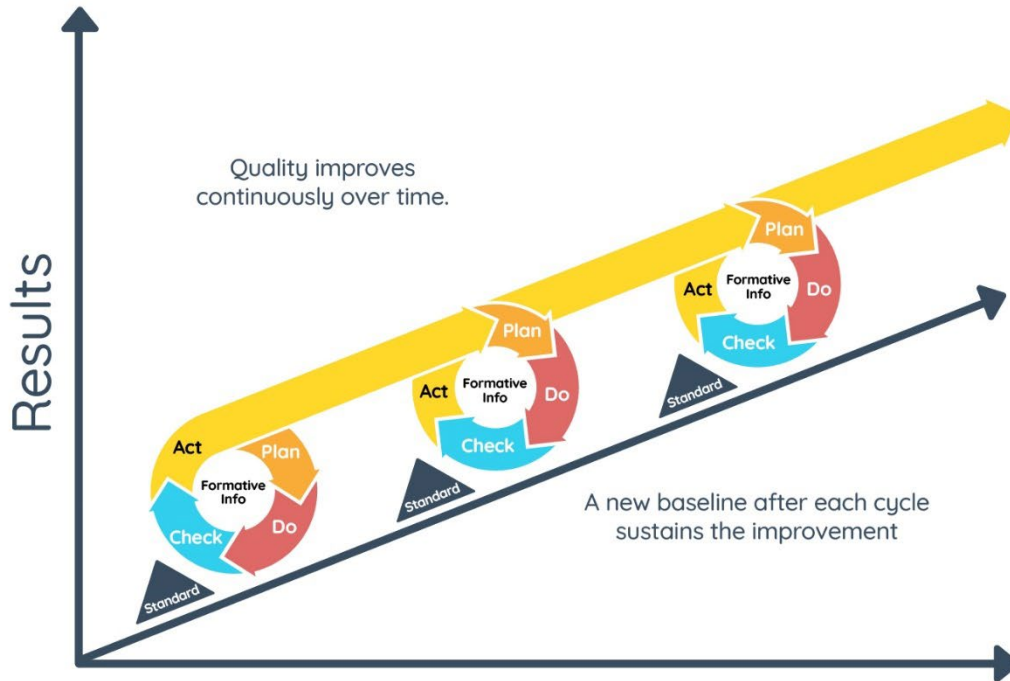
- 1) The utilization of Formative Information on an ongoing basis for reflection and improvement of practices by all staff.
- 2) Meeting, sustaining, and creating new baseline Strategic Plan Standards utilized to provide desired educational experiences.
- 3) Achieving or making reasonable progress towards the Results identified in the Fargo Public Schools Strategic Plan.

Fargo Public Schools recognizes that fulfillment of the district's mission requires success in all three areas listed above. However, the District does not distribute the focus of these three measurements of success equally. Fargo Public Schools' primary focus and leading factors for decision-making is achieving or making reasonable progress towards the Results.

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The following graphic visualizes this concept:

Strategy Map



STRATEGIC INITIATIVE 1

Tiered Instruction

RESULT: Fargo Public Schools will implement equitable district-wide processes to support outcomes, so all students graduate, Choice Ready.

RESULT: Fargo Public Schools will implement equitable district-wide processes to ensure all students are supported for academic and social emotional growth and provided the resources needed so each student can demonstrate mastery of identified essential learning outcomes.

Standard 1: Implement a guaranteed and viable curriculum accessible for all students.

- 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.

Standard 2: Implement a standards-based education that utilizes researched based high impact instructional strategies across all tiered learning environments.

- 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.

Standard 3: Utilize Professional Learning Community practices that focus on learning, collaboration, and results.

- Professional Learning Communities (PLCs) are educators working collaboratively in ongoing processes of collective inquiry and action research 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 will reinforce 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 process 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.
- 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)

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- Assessments provide students, educators, parents, and the public with a range of information about standards-based student achievement. The Fargo Public School staff will use both formative and summative assessments to measure student achievement. Results from these assessments will be utilized in PLCs and throughout all reflective conversations to assist in making decisions to determine the best practices and procedures that will result in improvements to student learning.

Standard 4: Implement a whole child multi-tiered system of supports (MTSS) that includes a full continuum of academic, social, emotional, and behavioral wellness supports.

- 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:
 - Strategic Intervention: Supports that augment primary instruction to directly address an area of need; often implemented in a small group setting but may be individualized; often associated with Tier 2.
 - Intensive Intervention: An academic or 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.

Standard 5: Integrate technology within the curriculum to optimize the individual learning of each student.

- Today's learning environments should reflect what we know about how people learn and take advantage of technology to optimize learning.
- Fargo Public Schools 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 will be utilized to provide access to more learning resources and connections to experts and audiences beyond the classroom.

Formative Information

- Progress towards graduating Choice Ready by grade-level
- North Dakota State Assessment (NDSA)
 - The North Dakota Department of Public Instruction (NDDPI) supervises the development, implementation, and evaluation of the NDSA, the statewide assessment that measures student performance against the state's challenging content and achievement standards in select academic subjects and grades. The NDSA consists of general, criterion-referenced assessments for all students in

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grades 3-8 and 10 in English language arts/literacy and mathematics, and in grades 4, 8, and 10 in science. The NDDPI administers all aspects of the NDSA, ensuring that each assessment meets rigorous program requirements for validity and reliability, inclusion, technical quality, and reporting.

- Measures of Academic Progress Assessment (MAP)
 - Measure of Academic Progress (MAP) Growth is a reading and math assessment taken by students in kindergarten through eighth grade. It measures a student's proficiency in those subjects, as well as their academic growth during the school year.
- Essential Learning Outcomes assessment data reported in PowerSchool by grade level
- Development, utilization, implementation, and effectiveness of the *Fargo Public Schools Instructional Play Book* using the four identified elements from the Marzano evaluation system
- Development, utilization, implementation, effectiveness, and data collection from Fargo Public Schools' Instructional Learning Walks
- Professional development data
- MTSS data (attendance, behavior, and academic)
- FPS schools with high quality Functional Behavior Assessments scored by the Technical Adequacy Tool for Education with 80% or higher accuracy
- Student literacy proficiency data and information
- Yearly review of the *Long-Range Technology Plan* to ensure implementation fidelity

STRATEGIC INITIATIVE 2

Positive School Culture and Safety

RESULT: All Fargo Public School environments are physically and psychologically supportive for students and adults.

Standard 1: Implement and utilize Pre-K–12 Positive Behavior Interventions and Supports (PBIS).

Standard 2: Implement and utilize Restorative Practices.

Standard 3: Implement and utilize Trauma Informed Response to Crisis (Ukeru).

Standard 4: Implement and utilize Trauma Informed Practices.

Standard 5: Implement and utilize researched based environmental supports and classroom management programs, such as The Catalyst Approach.

Standard 6: Coordinate therapeutic mental health supports with community providers.

Standard 7: Expand intercultural capacity to serve all student and staff groups to reach parity in outcomes.

Formative Information

- School Culture
 - School Culture is a group's shared belief, customs, and behavior. A positive school climate and school culture promote students' ability to learn. 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.
- School Climate
 - School Climate refers to the school's effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students.
- Cultural Proficiency
 - 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.

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- Cultural proficiency is a paradigm shift from viewing cultural differences as problematic to learning how to interact effectively with a variety of cultures.
- Learning walk data
- Suspension and expulsion data
- Attendance data
- Restraint data
- Benchmark of Quality data
- Intercultural Development Inventory data
- Student Wellness and Family Facilitator program data

STRATEGIC INITIATIVE 3

Engagement and Experiences in Co-Curricular Activities

RESULT: Fargo Public Schools will support student learning by providing students the opportunity to engage in a variety of co-curricular activities designed to enhance their overall educational experiences.

Standard 1: Provide a broad range of diverse activities for our students.

- Students 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.

Standard 2: Provide high quality activities for our students.

Standard 3: Enhance the learning of our students through co-curricular activity participation.

Formative Information

- Participation data from season summary reports
- Participant satisfaction survey data
- Activities “Honor Roll” qualifications
- Grade Point Average (GPA) of participants
- Team scholar award recipients

STRATEGIC INITIATIVE 4

Community Outreach and Communication

RESULT: Fargo Public Schools will establish partnerships and relationships with non-profit agencies, area businesses, governmental subdivisions, and local college and university teacher preparation programs to support student academic success.

RESULT: 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.

RESULT: Citizens of Fargo will have positive opinions of the education provided to students in the district.

Community Outreach

Standard 1: 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.
- Administration and elected officials will meet to discuss current and relevant issues associated in providing quality services to the citizens of Fargo.

Standard 2: Maintain a relationship with the Fargo Public Schools Development Foundation for financial resources to support student and critical needs and innovative educational programs.

Standard 3: Work with local college and university teacher preparation programs to ensure that we are partners in the preparation of future teachers.

Standard 4: Partner with the colleges and universities to ensure that our current staff have access to professional development and college course credit programs.

Standard 5: Create and utilize opportunities for teachers to work directly with business and industry partners to bridge school curriculums with relevant skills and experiences needed in today's world of work.

- 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 skills as they communicate and collaborate on activities and utilize creativity and critical thinking to design projects and solve problems.

Standard 6: Develop other non-specified external partnerships in the community to provide additional support and enrichment opportunities for students and staff.

Formative Information

- Funds raised for the Critical Needs Programs and other supports

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- Number of endowments, education grants, scholarships and awards
- Funds raised for special projects
- Continuation of the Adopt-A-School Program
- Relationships with area college teacher preparation programs by attending the local college dean advisory committee meetings
- Ongoing partnership with the University of North Dakota Resident Teacher Program
- Placement of student-teacher field experience students and other internship opportunities from local colleges.
- Advisory Committee
 - 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.
- 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 cultivated to expand career connections in the classroom and work placement options for students
- 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 numbers to improve non-traditional student participation and retention in non-traditional programs
- Number of job shadowing and cooperative learning experiences

Communication

Standard 1: Establish and maintain strong relationships with the community.

Standard 2: Establish effective communication between school, parents, and families.

Standard 3: Set and utilize uniform communication guidelines for all schools for communication processes to be consistent amongst all schools.

Standard 4: Provide for public engagement and feedback on the educational processes and decisions as appropriate.

Standard 5: Utilize communication systems that establish open and transparent communication channels throughout the entire organizational system and through all employee groups.

Formative Information

- 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

STRATEGIC INITIATIVE 5

Equitable Resources and Planning

RESULT: Fargo Public Schools will secure and allocate resources needed to adequately fund and carry out this strategic plan.

RESULT: Fargo Public Schools will meet the needs of all students by providing equitable resources across the district.

RESULT: Fargo Public Schools will employ highly qualified staff that achieve and/or continuously make progress to the fulfillment of Fargo Public Schools' mission of educating and empowering all students to succeed.

Equitable Resources

Standard 1: 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.

Standard 2: 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.

Standard 3: Provide a competitive compensation and benefit packages to all employees in Fargo Public Schools.

Standard 4: Develop and utilize highly effective new employee orientation programs.

- New employee orientation programs are critical in contributing to the future success of new staff.

Standard 5: Develop and implement an effective mentoring program for staff.

- Fargo Public Schools will provide support for new teachers by engaging them in a comprehensive mentoring program.
- Support will focus on accelerating the new staff's practice, ensuring student success, and developing autonomous self-reflective employees who are responsive to the diverse cultural, social, academic, and linguistic backgrounds of all students.

Standard 6: Develop, provide, and incentivize participation in continuing education and professional development activities for all staff members as necessary.

Standard 7: Proactively seek to recruit a diverse applicant pool for all openings and maximize opportunities to employ highly qualified candidates' representative of the Fargo Public Schools community and student body.

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Standard 8: Implement a framework for employee performance appraisals that are based on professional growth, reflection, and progress towards results and the fulfillment of Fargo Public Schools' mission.

- The evaluation system will provide valid and reliable measures of staff performance.

Formative Information

- Annual hiring statistics
- Resignation/retirement rates
- Personnel evaluation systems data
- Exit interview surveys
- Survey results of New Staff Orientation
- FPS New Teacher Induction Program (NTIP) annual survey results

Planning

Standard 1: Maintain and utilize a Long-Range Facilities Plan.

- In the 2019-2020 school year, Fargo Public Schools finalized a new Long-Range Facilities Plan to guide the district.
- This plan will be reviewed and updated annually so the plan stays current and so that resources are appropriately allocated (*Reference: Long Range Facilities Plan*).
- The Long-Range Facilities Plan will be inclusive of input from a variety of stakeholders to help prioritize conflicting district needs.

Standard 2: Maintain and utilize an Annual Operational Maintenance Plan.

- Fargo Public Schools will systematically plan maintenance projects annually for completion.
- The Long-Range Facilities Plan enhances the financial commitment toward operational maintenance. The Annual Operational Maintenance Plan will provide a detailed plan of annual needs and ensure scheduling so that designated projects are completed on time. (*Reference: Long Range Facilities Plan*)

Standard 3: Maintain 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*)

Standard 4: Maintain and utilize a Long-Range Financial Plan.

- Fargo Public Schools will develop and maintain a long-term financial stability and sustainability plan. This effort will require ongoing state commitment to education funding, local support of district stakeholders, and federal support for education mandates.

Standard 5: Communicate with state leadership in the legislature to advocate for equitable funding to support Fargo Public Schools.

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- The state legislature meets on a biennial basis and provides a significant portion of the district's funding. Fargo Public Schools will continue to proactively collaborate with the North Dakota State Legislature to ensure that the highest level of funding possible.

Standard 6: Secure and maintain local property tax support for the district.

- Local taxpayers have a history of supporting educational services. Fargo Public Schools will continue to seek local support and commitment for education.

Standard 7: Maintain effective cash flow management through sound accounting practices, investments, debt structure, and fund balances.

- We will ensure effective and efficient use of public tax dollars through equitable allocation of resources and budget monitoring.

Standard 8: Maintain a minimum Aa/AA bond rating.

Standard 9: Analyze expenses to provide operational efficiency District-wide on an on-going basis.

Formative Information

- Designed replacement schedules
- Completion of operational maintenance schedules
- Analysis of available resources compared to upcoming needs
- Long-Range Facilities Plan
- Facilities that meet the needs of FPS students
- Unqualified audit report opinion
- Timely budget certification by Board of Education and Cass County's Assessor's Office
- District fund balance percentages

STRATEGIC INITIATIVE 6

Continuous Improvement and Accountability

RESULT: Fargo Public Schools will be a committed learning organization dedicated to making data driven decisions to ensure continuous improvement and accountability for the organization.

RESULT: Fargo Public Schools will recognize and adjust policies, practices, or systems resulting in disparate negative outcomes or opportunities for students on an ongoing basis.

Standard 1: Engage in a comprehensive process of building and district level evaluation and accreditation.

- This will be accomplished by using the school improvement and accreditation model.
- Each school, and the district as a whole, will engage in a five-year review cycle.

Standard 2: Implement a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Formative Information

- Board of Education Monitoring Reports of Results/Results Policies based on achievement and/or or reasonable progress towards each result.
- Results from District Accreditation visitation and subsequent summative report.

Continuous Review Process

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

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