FARGO PUBLIC SCHOOLS

EDUCATING AND EMPOWERING ALL STUDENTS TO SUCCEED

FPS Operational Plan
2018-19

Contents

Prepared: August 2018

SUMMARY

Each year the FPS administrative team creates an operational plan, which sets forth the tasks, projects and goals of the year. The items within the plan are filtered to assure that they contribute to fulfillment of the District's Strategic Plan and are built around the overall FPS mission statement.

The operational plan is crafted using the AdvancED Standards, which are used for our District's accreditation. Recently, AdvancED reduced its number of standards from five to three; the operational plan has been updated to reflect that change. Additionally, the operational plan is aligned to the District's Strategic Plan.

AdvancED has defined three standards and corresponding indicators, which evaluate if the District or a school is meeting the standard. The FPS Strategic Plan has defined seven strategic initiatives. The operational plan tasks are written under the corresponding standard with a notation indicating to which indicator the task is tied, along with the corresponding strategic initiative. By using this format, not all indicators or strategic initiatives will have a task, project or goal attached to it for this school year.

The operational plan aligns the District's work for the year. The plan includes directives for directors and principals. Highlights of this year's operational plan include:

- Facilitating a task force for LRE-Behavior planning
- Facilitating a task force for ECSE planning
- Facilitating a task force for building capacity and usage
- Crafting an updated Long Range Facility Plan for the district
- Creating a committee focused on safety related issues

Some projects planned for this year may end up being a two-year project and carry into the 2019-20 operational plan.

AdvancED PERFORMANCE STANDARDS

Standard 1: Leadership Capacity Domain
The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Standard 2: Learning Capacity Domain
The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Standard 3: Resource Capacity Domain
The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

STRATEGIC PLAN INITIATIVES

Strategic Initiative 1 – Student Achievement and Growth
Lifelong Learning
    Goal 1 – Standards
    Goal 2 – Standards-Based Education
    Goal 3 – Integrated Technology
    Goal 4 – Assessment
Support for Learning
    Goal 1 – Professional Learning Communities
    Goal 2 – Multi-Tiered System of Support

Strategic Initiative 2 – STEAM - Science, Technology, Engineering, Arts & Mathematics
    Goal 1 – STEAM

Strategic Initiative 3 – Positive School Culture
    Goal 1 – School Culture

Strategic Initiative 4 – Engagement and Experiences in Co-Curricular Activities
    Goal 1 – Diverse Activities
    Goal 2 – High Quality Activities
    Goal 3 – Enhanced Learning

Strategic Initiative 5 – Community Outreach and Communication
Community Outreach
    Goal 1 – City of Fargo and Fargo Park Board Relations
    Goal 2 – Fargo Public Schools Development Foundation
    Goal 3 – Education That Works
    Goal 4 – College and University Partnerships
    Goal 5 – Career & Technical Education Partnerships
    Goal 6 – Mental Health, Dropout Prevention & Youth Risk Services
Communication
    Goal 1 – District Image
    Goal 2 – Parent/Family Communication and Engagement
    Goal 3 – Community Communication and Engagement
    Goal 4 – Internal Communication and Engagement

Strategic Initiative 6 – Equitable Resources and Planning
Human Resources
    Goal 1 – Workplace Culture
    Goal 2 – Recruitment and Promotions
    Goal 3 – Recruitment Outreach Efforts
    Goal 4 – Teacher and Administration Evaluation System
    Goal 5 – Comprehensive Teacher Orientation Program
    Goal 6 – Comprehensive New Teacher Mentor Induction Program
Long Range Facility Planning
    Goal 1 – Maintain the Long Range Facilities Plan
    Goal 2 – Annual Operational Maintenance
    Goal 3 – Long Range Facilities Plan Implementation

Long Range Financial Planning

    Goal 1 – Legislative Interaction

    Goal 2 – Local Support for Schools

    Goal 3 – Budgeting

    Goal 4 – Operational Efficiency

Strategic Initiative 7 – Continuous Improvement and Accountability

    Goal 1 – School Site Based Improvement Cycle

    Goal 2 – District Improvement Cycle

AdvancED STANDARDS & FPS OPERATIONAL PLAN

Standard 1: Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

OPERATIONAL PLAN ACTION	ASSIGNED TO
Continue the implementation process of the Strategic Plan. (AdvancED Indicator 1.1, 1.3, 3.1; Strategic Initiative 1-7)	Cabinet
Develop and implement processes to evaluate the effectiveness of all programs and services intended to meet the physical, social, emotional and educational needs of students in order to determine their impact on academic excellence and student success. *AdvancED Accreditation Final Report Recommendation* (AdvancED Indicator 1.3; Strategic Initiative 1, 2, 6)	Teaching & Learning
Continue to create or update administrative policies as needed. (AdvancED Indicator 1.4; Strategic Initiative 6)	Cabinet
Continue the process of developing a District-wide operational plan and building level operational plans in fulfillment of the District's Strategic Plan. (AdvancED Indicator 1.7; Strategic Initiative 3)	Teaching & Learning
Provide professional learning opportunities for District staff to advance their knowledge and use of the Marzano Evaluation Framework. (AdvancED Indicator 1.6; Strategic Initiative 6)	Teaching & Learning and Human Resources
Engage in year two of an audit process to determine the overall return on investment (ROI) of district programs and services through consultation with the District Management Group. (AdvancED Indicator 1.11; Strategic Initiative 1, 2, 6)	Cabinet
Every school within the Fargo Public Schools will engage in a five year cycle of school improvement and review that align to the Fargo Public School's Strategic Plan, the AdvancEd Standards for Quality Schools, and the building's Operational Plan. The results of the schools' internal review of the continuous improvement process will be posted on the Fargo Public School's Strategic Plan Dashboard. (AdvancED Indicator 1.11, 2.12; Strategic Initiative 7)	Teaching & Learning

Standard 2: Learning Capacity Domain

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

OPERATIONAL PLAN ACTION	ASSIGNED TO
Update the Fargo Public Schools Strategic Plan Dashboard to provide data for the community. (AdvancED Indicator 2.10; Strategic Initiative 1 – Goal 2)	Teaching & Learning
Continue the implementation of the FPS Curriculum Scorecard and present the year end status to the School Board. (AdvancED Indicator 2.5, 2.9; Strategic Initiative 7)	Teaching & Learning
Facilitate a Task Force to study language immersion programming, potential implementation, long range planning and develop recommendations for the School Board. (AdvancED Indicator 2.9, 2.12, 3.8; Strategic Initiative 1)	Teaching & Learning
Facilitate an LRE-Behavior Task Force to determine services needed, where/how services should occur, and provide a final report to the School Board. (AdvancED Indicator 2.9, 2.12, 3.8; Strategic Initiative 6 – Long Range Facility Planning – Goal 3)	Cabinet
Facilitate an Early Childhood Special Education (ECSE) Task Force to determine services needed, where/how services should occur, and provide a final report to the School Board. (AdvancED Indicator 2.9, 2.12, 3.8; Strategic Initiative 6 – Long Range Facility Planning – Goal 3)	Cabinet
Facilitate a Building Capacity and Usage Task Force to study findings from LRE-D Task Force, ECSE Task Force, and demographer's data, and develop recommendations for the School Board. (AdvancED Indicator 2.9, 2.12, 3.8; Strategic Initiative 6 – Long Range Facility Planning – Goal 3)	Cabinet

Standard 3: Resource Capacity Domain

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

OPERATIONAL PLAN ACTION	ASSIGNED TO
After task forces are conducted focusing on LRE-D, ECSE, and building capacity and usage, craft and updated Long Range Facility Plan for the District. (AdvancED Indicator 3.7; Strategic Initiative 6 – Long Range Facility Planning – Goal 3)	Cabinet
Create a committee with membership including FPS staff members to discuss safety related issues. (AdvancED Indicator 3.8; Strategic Initiative 3)	Superintendent
Working with building and district leadership, establish projects and trainings around emergency management and training procedures district-wide. (AdvancED Indicator 3.8; Strategic Initiative 6)	Superintendent and Safety & Emergency Management Coordinator
Implement fixed asset scanning system in order to conduct physical inventory in-house. (AdvancED Indicator 3.5; Strategic Initiative 6 – Goal 4)	Business Services
Implement initiatives to ensure compliance for ADA regulations on FPS public website. (AdvancED Indicator 3.5; Strategic Initiative 5 – Communication)	Communications and Information Technology
Work with the Health Insurance Committee (HIC) to study the HSA contribution amounts and funding models, and to issue a report and recommendation to the FEA and Board from the HIC by the 14th of December, 2018. (AdvancED Indicator 3.4; Strategic Initiative 6)	Human Resources & Business Manager
Implement the ALEX tool for FPS employees to assist with benefit election decisions and monitor its usage and effectiveness. (AdvancED Indicator 3.4; Strategic Initiative 6)	Human Resources
Continue to facilitate the substitute task force in collaboration with staff representatives to monitor trends and seek opportunities to improve practices and expand substitute pool. (AdvancED Indicator 3.4; Strategic Initiative 6)	Human Resources Teaching & Learning

APPENDIX

STANDARD 1: LEADERSHIP CAPACITY DOMAIN

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Indicator 1.1
The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.

Indicator 1.2
Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.

Indicator 1.3
The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Indicator 1.4
The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.

Indicator 1.5
The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

Indicator 1.6
Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

Indicator 1.7
Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Indicator 1.8
Leaders engage stakeholders to support the achievement of the system's purpose and direction.

Indicator 1.9
The system provides experiences that cultivate and improve leadership effectiveness.

Indicator 1.10
Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

Indicator 1.11
Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.

STANDARD 2: LEARNING CAPACITY DOMAIN

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Indicator 2.1
Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.

Indicator 2.2
The learning culture promotes creativity, innovation and collaborative problem-solving.

Indicator 2.3
The learning culture develops learners' attitudes, beliefs and skills needed for success.

Indicator 2.4
The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.

Indicator 2.5
Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Indicator 2.6
The system implements a process to ensure the curriculum is aligned to standards and best practices.

Indicator 2.7
Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.

Indicator 2.8
The system provides programs and services for learners' educational future and career planning.

Indicator 2.9
The system implements processes to identify and address the specialized needs of learners.

Indicator 2.10
Learning progress is reliably assessed and consistently and clearly communicated.

Indicator 2.11
Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

Indicator 2.12
The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

STANDARD 3: RESOURCE CAPACITY DOMAIN

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

Indicator 3.1
The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.

Indicator 3.2
The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Indicator 3.3
The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

Indicator 3.4
The system attracts and retains qualified personnel who support the system's purpose and direction.

Indicator 3.5
The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

Indicator 3.6
The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.

Indicator 3.7
The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.

Indicator 3.8
The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

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*