



FPS Operational Plan

2021-22

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TABLE OF CONTENTS

Summary.....2

Cognia Performance Standards3

Strategic Plan Initiatives4

Cognia Standards & FPS Operational Plan.....6

Appendix.....9

Standard 1: Leadership Capacity Domain 10

Standard 2: Learning Capacity Domain 11

Standard 3: Resource Capacity Domain 12

Strategic Plan..... 13

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 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 is also crafted using the Cognia Standards, which are used for our District's accreditation. Cognia has defined three standards and corresponding indicators, which evaluate if the District or a school is meeting the standard.

The operational plan aligns the District's work for the year. Some projects planned for this year may end up being a two-year project and carry into the 2022-23 operational plan.

COGNIA 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 & Safety

- 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 – College and University Partnerships
- Goal 4 – Career & Technical Education Partnerships
- Goal 5 – 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

COGNIA 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
Review and update the Strategic Plan. (Cognia Indicator 1.1 , 1.3 , 3.1 ; Strategic Initiative 1-7)	Cabinet
Study the 2021 Cognia Accreditation Final Report and plan for action items to update District long range plans as needed. (Cognia Indicator 1.11 ; Strategic Initiative 1, 7)	Teaching & Learning
Continue to create or update administrative policies as needed. (Cognia Indicator 1.4 ; Strategic Initiative 6)	Cabinet
Continue the process of developing a District-wide operational plan and building level growth plans in fulfillment of the District’s Strategic Plan. (Cognia Indicator 1.7 ; Strategic Initiative 3)	Teaching & Learning
Provide professional development to administrators and develop plans to implement the focused teacher evaluation model. (Cognia Indicator 1.6 ; Strategic Initiative 6)	Teaching & Learning and Human Resources
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 Cognia Standards for Quality Schools, and the building’s Operational Plan. The results of the schools’ external review of the continuous improvement process will be posted on the Fargo Public School’s Strategic Plan Dashboard. (Cognia Indicator 1.11 , 2.12 ; Strategic Initiative 7)	Teaching & Learning
Develop plans to implement recommendations identified in the special education program review conducted during the 2020-21 school year. (Cognia Indicator 1.7 ; Strategic Initiative 1)	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. (Cognia Indicator 2.10 ; Strategic Initiative 1 – Goal 2)	Teaching & Learning
Provide professional development and develop plans to create parity between student groups identified in the equity audit. (Cognia Indicator 2.9 , 2.12 , Strategic Initiative 6)	Teaching & Learning
Create plans to strategically address chronic absenteeism in Fargo Public School. (Cognia Indicator 2.9 , 2.12 , Strategic Initiative 6)	Teaching & Learning
Continue the professional development needed to obtain the District’s long range plan around evidence based reporting. (Cognia Indicator 2.6 ; Strategic Initiative 1)	Teaching & Learning
Implement and update the long range plan for PBIS as part of the MTSS-B (multi-tier system of supports) framework within the Fargo Public Schools. <ul style="list-style-type: none"> • Implement restorative elements, Tier 2 and 3, professional development • Implement Catalyst at all elementary buildings • Expand trauma-informed strategies (Ukeru) District-wide • Continue the SEL implementation at secondary schools • Review and update school culture plans that emphasize character development, cultural proficiency and safety (Cognia Indicator 2.7 ; Strategic Initiative 1)	Teaching & Learning
Continue providing the program Connect & Support, a short-term clinical support for students and staff who may have been experiencing mental health difficulties related to the pandemic. (Cognia Indicator 2.9 ; Strategic Initiative 1)	Teaching & Learning
Monitor and address ESSER plans by examining the related data and impact to student learning. (Cognia Indicator 2.12 ; Strategic Initiative 1)	Teaching & Learning
Develop a systematic plan for implementing research-based Tier 1 instructional practices. (Cognia Indicator 2.1 ; Strategic Initiative 1)	Teaching & Learning
Develop a systematic plan that allows all learners the ability to engage in cohesive and responsive career education planning through the review of the high school, middle school, and elementary implementation of the Association School Counseling Association career education standards to align with Choice Ready preparation, 4-Year Rolling Plan development, and career awareness activities. (Cognia Indicator 2.8 ; Strategic Initiative 1)	Teaching & 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.

OPERATIONAL PLAN ACTION	ASSIGNED TO
Examine the viability for the continuation of virtual instruction based on the administrative rules established by the ND Department of Public Instruction. (Cognia Indicator 3.5 ; Strategic Initiative 1)	Teaching & Learning
Continue development of a decommission plan for the Agassiz building. (Cognia Indicator 3.7 ; Strategic Initiative 6)	Cabinet and Maintenance & Operations
Relocate the Fargo Public Schools District Office to 700 7 th Street in Fargo. (Cognia Indicator 3.7 ; Strategic Initiative 6)	Maintenance & Operations and Information Technology
Sell the current Fargo Public Schools District Office building. (Cognia Indicator 3.7 ; Strategic Initiative 6)	Business Services
Create a long-term plan to support and sustain 1-to-1 devices for all students. (Cognia Indicator 3.5 ; Strategic Initiative 1)	Teaching & Learning and Information Technology
Prepare and plan for transition to Health Partners medical insurance plan. (Cognia Indicator 3.4 , 3.7 ; Strategic Initiative 5 & 6)	Human Resources and Communications
Implement new Infinite Visions finance, human resources and payroll information system software. (Cognia Indicator 3.7 , 3.8 ; Strategic Initiative 6)	Human Resources, Business Office and Information Technology
Conduct salary study specific to professional support staff and administrative staff. (Cognia Indicator 3.4 , 3.7 ; Strategic Initiative 6)	Human Resources
Provide search committee training to administrators. (Cognia Indicator 3.4 ; Strategic Initiative 6)	Human Resources
Conduct the research and planning need to execute a website design refresh. (Cognia Indicator 3.7 ; Strategic Initiative 5)	Communications

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 and Safety*
- *Engagement and Experiences in Co-Curricular Activities*
- *Community Outreach and Communication*
- *Equitable Resources and Planning*
- *Continuous Improvement and Accountability*