



FPS Operational Plan

2022-23

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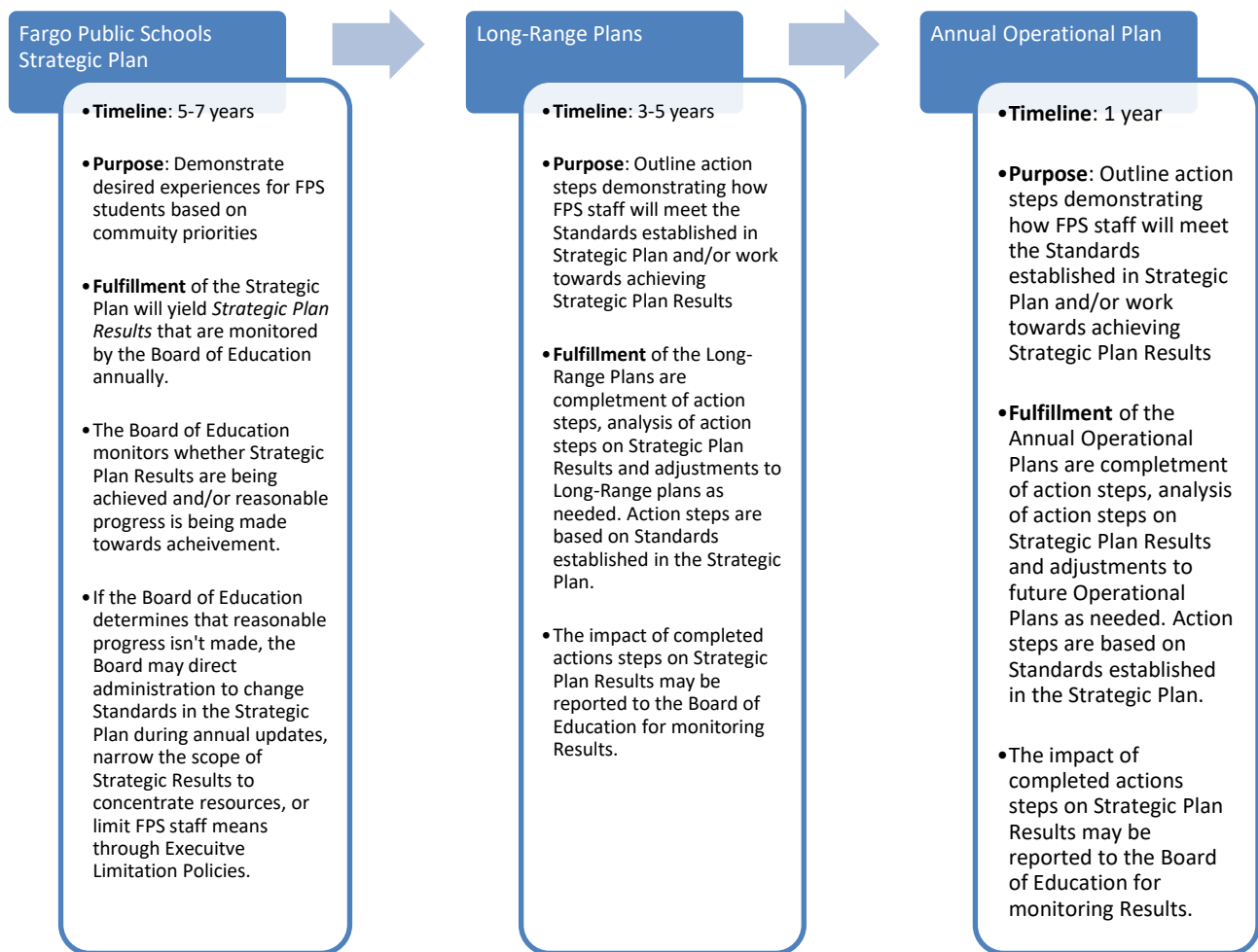
SUMMARY

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 meeting the Standards and working towards achieving the Results in the District’s Strategic Plan and are built around the overall FPS mission statement.

The FPS Strategic Plan has defined six 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 – Tiered Instruction

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

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

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

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

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

Strategic Initiative 2 – Positive School Culture and Safety

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

Standard 1: Implement and utilize PK-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 Catalyst.

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.

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.

Standard 2: Provide high quality activities for our students.

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

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.

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.

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

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.

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.
- Standard 2: Create a culture and work environment that makes the district an employer of choice.
- 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.
- Standard 5: Develop and implement an effective mentoring program for staff.
- 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.
- 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.

Planning

- Standard 1: Maintain and utilize a Long-Range Facilities Plan.
- Standard 2: Maintain and utilize an Annual Operational Maintenance Plan.
- Standard 3: Maintain community partnerships to stay current with city growth trends.
- Standard 4: Maintain and utilize a Long-Range Financial
- Standard 5: Communicate with legislative leadership to advocate for equitable funding to support Fargo Public Schools.
- Standard 6: Secure and maintain local property tax support for the district.
- Standard 7: Maintain effective cash flow management through sound accounting practices, investments, debt structure and fund balances.
- Standard 8: Maintain a minimum Aa/AA bond rating.
- Standard 9: Analyze expenses to provide operational efficiency district wide on an on-going basis.

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.
- 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.

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
Communication and implementation of the newly revised Strategic Plan. (Cognia Indicator 1.1, 1.3, 3.1; Strategic Initiative 1-6)	Cabinet
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
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 6)	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
Create a district Curriculum Committee to review and adopt curricular resources for tier 1 instruction, create a curricular adoption plan/timeline (Update K-12 health standards and curriculum) (Cognia Indicator 2.6, 2.12; Strategic Initiative 1)	Teaching & Learning
Develop district data analysis protocol and develop internal systems to generate data by student demographic group and update the strategic dashboard. (Cognia Indicator 2.11; Strategic Initiative 1)	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
Train and implement on specialized curriculum for students with disabilities (ASD, Cognitive Impairments). (Cognia Indicator 2.6; Strategic Initiative 1)	Teaching & Learning
Continue to refine the high school Choice Ready playbook to empower staff and students to monitor and prepare Choice Ready graduates. (Cognia Indicator 2.3, 2.6, 2.8; Strategic Initiative 1)	Teaching & Learning
Review K-8 career education mindsets and Tier I curriculum activities to identify key indicators that contribute to Choice Ready Essential Skills by 2024. (Cognia Indicator 2.3, 2.6, 2.8; Strategic Initiative 1)	Teaching & Learning
Define Work-based Learning procedures and increase community partnerships to expand learning opportunities beyond the classroom. (Cognia Indicator 1.8, 1.10, 2.8; Strategic Initiative 1)	Teaching & Learning
Recruit for and conduct a middle level task force to review middle school advisory and intervention time. (Cognia 1.8, 1,10, 2.7; Strategic Initiative 1)	Teaching & Learning
Roll out and implement Instructional Playbook to all staff, create and have available Instructional Playbook modules for teaching learning. (Cognia Indicator 2.5, 2.7, 3.1; Strategic Initiative 2)	Teaching & Learning
Create and implement Special Education Playbook. (Cognia Indicator 2.5, 2.7, 3.1; Strategic Initiative 2)	Teaching & Learning
Create and implement modules that support special education (focus on compliance, law, and special education processes). (Cognia Indicator 2.5, 2.7, 3.1; Strategic Initiative 2)	Teaching & Learning
Monitor and address ESSER plans by examining the related data and impact to student learning. (Cognia Indicator 2.12, 3.8; Strategic Initiative 2)	Teaching & Learning
Develop and implement a systematic plan to match student need to research- and evidenced-based Tier 2, 3 and special education interventions. (Cognia Indicator 2.7, 2.9; Strategic Initiative 4)	Teaching & Learning
Implement the long range plan for PBIS within the Fargo Public Schools.	Teaching & Learning

<ul style="list-style-type: none"> • Implement restorative elements, Tier 2 and 3, professional development • Implement Catalyst at all buildings • Expand and refresh trauma-informed strategies (Ukeru) District-wide • Continue SEL implementation at all schools • Develop and maintain community partnerships to provide mental health services on-site. • Develop and implement an action Plan to Improve student attendance (Cognia Indicator 1.8, 1.10, 2.4, 2.7, 2.9, 3.1; Strategic Initiative 2) 	
<p>Expand intercultural capacity to serve all students and staff groups to reach parity in outcomes.</p> <ul style="list-style-type: none"> • Develop an Equity Action Plan • Develop equity playbook to provide professional development for staff • Develop Title IX training for staff & building coordinators (Cognia Indicator 1.5, 2.1, 2.5, 2.7, 3.1; Strategic Initiative 6) 	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
Continue development of a decommission plan for the Agassiz building. (Cognia Indicator 3.7; Strategic Initiative 6)	Cabinet and Maintenance & Operations
Sell the former Fargo Public Schools District Office building, located at 415 4 th Street North. (Cognia Indicator 3.7; Strategic Initiative 6)	Business Services
Continue implementation of School ERP Pro. Retire Sharepoint process workflows and design new workflow systems. (Cognia Indicator 3.6, 3.7, 3.8; Strategic Initiative 6)	Human Resources, Business Services and Information Technology
Create a system for all employee groups to be represented in updating their employment agreements on an annual basis. (Cognia Indicator 3.4; Strategic Initiative 6)	Superintendent & Human Resources
Research, analyze, and provide recommendations on the district's compensation practices and procedures. (Cognia Indicator 3.4; Strategic Initiative 6)	Superintendent, Human Resources and Business Services
Implement a public website redesign. (Cognia Indicator 3.7; Strategic Initiative 5)	Communications
Schedule and implement Science of Reading professional development for K-5 teachers and administrators. (Cognia Indicator 3.1, 3.6; Strategic Initiative 2)	Teaching & Learning
Create a district PLC checklist that includes tight/loose PLC components for PLCs to use to analyze and report on data (Cognia Indicator 3.2; Strategic Initiative 3)	Teaching & Learning
Gather and roll out PLC+ information to secondary principals and coaches (Cognia Indicator 3.2; Strategic Initiative 3)	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

“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 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 students, 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.”

- *Tiered Instruction*
- *Positive School Culture & Safety*
- *Engagement and Experiences in Co-Curricular Activities*
- *Community Outreach and Communication*
- *Equitable Resources and Planning*
- *Continuous Improvement and Accountability*