

Farmington Municipal School District Strategic Plan

General Information: The district strategic plan is aligned to and works towards four strategic priorities: **Safe Supportive and Collaborative Culture, Effective Teaching in Every Classroom, Guaranteed, Viable and Equitable Curriculum and Standards Referenced Reporting Systems.**

Strategic priorities are taken from Leading a High Reliability School Levels from Marzano Resources in which the goal is for every school to strive for excellence and equity where students acquire knowledge, skills and dispositions that prepare them for their future (p.1).

The Farmington Municipal School Board will foster positive relationships, create Board and community alignment, transparency and communication toward and in support of district goals.

District Goal One: Safe Supportive and Collaborative Culture

FMSD will provide a safe, disciplined, and positive educational environment that facilitates a culture of success.

- 1.1 The faculty and staff perceive the school environment as safe, supportive and orderly
 - 100% of school results from Climate Survey (MyVoice) show an average score of 4 (Agree) in each driver.
- 1.2 Students, parents, and the community perceive the school environment as safe and orderly
 - 100% of schools have results from climate surveys or focus groups from a representative sample of parents, families and students that show **90%** feel safe, supported and have a collaborative environment.
- 1.3 Teachers have formal roles in the decision-making process regarding school initiatives
 - 100% of schools have formal processes that include where leaders utilize teachers to provide input, including a schedule when collaborative teams meet and **90%** of teachers can identify their school's process.
- 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students
 - 100% of schools provide feedback, support and monitor effectiveness (evidence/artifacts) of 100% of collaborative teams
- 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school
 - 100% of schools have formal structures to collect data and archive ideas that teachers and staff put forth and can show how leaders act on that feedback. **90%** of teachers believe they have formal ways to provide input.
- 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school

- 100% of schools have two-way communication systems to facilitate family engagement - 80% of a representative sample of parents can share ways they engage as partners in student learning.
- 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged
- 100% of schools have specific descriptions and protocols in place for recognizing and celebrating students and staff, and can provide artifacts of recognition and celebrations. 90% of teachers believe that success is celebrated.
- 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers and students
- 80% of teachers can articulate how the fiscal, operational, and technological resources relate to student outcomes.

District Goal Two: Effective Teaching in Every Classroom

FMSD will employ, support, and retain high-quality and effective administrators, faculty, and staff to support the educational goals of the district.

- 2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school
- 100% schools will have an instructional model aligned with FMI and 100% of leaders can speak to their vision, instructional model, and its impact on student learning.
- 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional development plans
- 100% of school leaders ensure 100% of teachers have a professional growth goal, aligned to the school model of instruction, and are offered support to move levels within the teacher reflection rubric
- 2.3 Predominant instructional practices throughout the school are known and monitored
- 100% of school leaders have evidence that 90% of staff 90% of the time use predominant instructional strategies from their model.
- 2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data
- 100% of school leaders provide an accurate evaluation to teachers that is consistent with student achievement data.
- 2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals
- 100% of school leaders provide job-embedded PD for 100% teachers aligned to predominant practices
- 2.6 Teachers have opportunities to observe and discuss effective teaching
- 100% of school leaders provide 100% of teachers opportunities to observe and discuss effective teaching.

District Goal Three: Guaranteed, Viable and Equitable Curriculum

FMSD will provide opportunities and promote courses and/or activities that are diverse, relevant and meet the needs and interests of all students.

- 3.1 The school curriculum and accompanying assessments adhere to state and district standards
 - 100% of teachers implement the district curriculum and assessments.
- 3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers
 - 100% of schools ensure 100% of academic learning time is used effectively
- 3.3 All students have the opportunity to learn the critical content of the curriculum
 - 100% of schools ensure 100% of teachers instruct district identified critical content
- 3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level
 - 100% of schools are on track to reach district performance targets for student achievement.
- 3.5 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals
 - 100% of schools use a transparent monitoring system to analyze student, classroom, and school progress towards district performance target.
- 3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed
 - 100% of schools use their MLSS structure and systems in place to identify and implement interventions and enrichment. (PBIS, ELD, CLR, SED)

District Goal Four: Standards Referenced Reporting Systems

FMSD will analyze and monitor progress towards clear and measurable goals, focused on growth and achievement for students.

- 4.1 Clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school
 - 100% of schools have 100% of students track their own progress and understand how to move towards mastery of learning proficiency - 100% of teachers track student proficiency regularly of critical concepts
- 4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students
 - 100% of schools have 100% of students track their own progress and understand how to move towards mastery of learning proficiency - 100% of teachers track student proficiency regularly of critical concepts