



Fairview Park City Schools Strategic Plan 2019-2023

Our Vision *The preferred future... aspirational but attainable.*

A Community united, empowering each other to learn differently, care deeply, and aspire to excellence.

Our Mission *The overall purpose of an organization.*

We will deliver exceptional academic programs and services that challenge the mind, instill the joy of learning, and promote responsible citizenship.

Belief Statements *Why we are called to action and what we are called to do.*

We believe that each student deserves an opportunity to achieve their potential.
Therefore, we must recognize each student as an individual and support their learning accordingly.

We believe that developing competent, well-rounded, lifelong learners is critical to student success.
Therefore, we must provide a broad spectrum of learning experiences that will prepare them for the future.

We believe families and students are a critical part of all facets of student development.
Therefore, we must work collaboratively together.

We believe that the community is an important part of the success of the district.
Therefore, we must invite the community to partner with the district in a variety of ways.

We believe that we have an obligation to be trusted stewards.
Therefore, we must be transparent, be responsible in managing the resources provided to us, and communicate effectively.

Goals *Broad, long-term aims that define fulfillment of the mission.*

1. Future Ready Focus - Integrate life skills, rigorous learning, and innovative methods by providing relevant, real-world experiences that will prepare our students for any future.

Strategy 1: Expose students to a variety of **real world experiences**, assisting them in **identifying their individual interests and talents**.

Ideas: interest inventories, mentors, volunteer opportunities, community partnerships, work study programs, learn and teach program, service-learning projects, college fairs/career fairs.

FRF 1.1 - **Expand the Junior Experience** to include a learn and teach component to share their experiences with freshmen and/or sophomores.

- FRF 1.2 - Identify and deliver a series of **student interest inventories** periodically in each grade band: primary, elementary, middle school, high school
- FRF 1.3 - Create a progression and **listing of major activities** at each grade level that prepares students for future success (e.g. 3rd: History project, 6th: Mohican, 8th: DC trip, 11th: Jr. Experience...)
- FRF 1.4 - Create an expanding **database of partnerships** that can be available to teachers to encourage more guest speakers, field trips, project mentors, etc.

Strategy 2: Challenge students to **explore and showcase their personal interests** in ways that are cross-disciplinary and require multiple skill sets, knowledge and innovation.

Ideas: Project-Based Learning (PBL), enhanced “maker spaces”, Student-driven learning opportunities

- FRF 2.1 - Expand the frequency of the student work exhibitions to focus on cross-disciplinary themes and passion projects.
- FRF 2.2 - Include electives at the MS and HS for students to explore and create passion projects.
- FRF 2.3 - Develop activities for students that help them identify methods and strategies through which they learn most effectively.

Strategy 3: Assure our students a successful future by **integrating life skill opportunities** through meaningful and organic experiences.

- FRF 3.1 - Create lessons, units and courses across the grade levels that provide students with practical life skills and knowledge needed for future success.
- FRF 3.2 - Have students identify and explore the specific key skills and pathways necessary for their chosen life and career goals.
- FRF 3.3 - Help students arrange career externship and internship opportunities.

2. **Soft Skill Development - Develop the tools to effectively communicate with others and confidently interact in our global environment.**

Strategy 1: Expand **interpersonal and intrapersonal skills development**, beginning with the self and leading to interactions with others.

- SSD 1.1 - Develop and communicate specific **descriptions and rubrics** to measure of each element of the Student Skills Profile at the various grade bands (PK-2, 3-5, 6-8, 9-12).
- SSD 1.2 - Develop the ability to prevent, **manage and resolve interpersonal conflicts** in constructive ways.
- SSD 1.3 - Demonstrate and develop the **responsible use of social and digital media** and understand the potential positive or negative impact beyond the moment.

Strategy 2: Provide students the opportunity to **explore and develop the mindset and thinking** needed to **adapt and thrive in an environment of constant change**.

- SSD 2.1 - Institute grade-appropriate activities that educate students on the **concepts of fixed and flexible mindset** and the appropriate application of both in their daily lives.

- SSD 2.2 - Have students identify, practice, and demonstrate the ability to **manage transitions** and **adapt to changing situations** and responsibilities in school and life.
- SSD 2.3 - Have students identify and practice strategies to **respectfully advocate for personal needs**.
- SSD 2.4 - Have students **identify physical and emotional responses** to challenges, setbacks, and unfamiliar situations and develop strategies to productively work through them.

Strategy 3: Provide students with opportunities and tools to **assess and communicate their personal strengths** and to **identify opportunities for growth**.

- SSD 3.1 - Deliver a series of **inventories and experiences** that **identify student strengths** and engage students in ways to build upon them through **short and long-term goal setting**.
- SSD 3.2 - Create classroom lessons, projects and exhibitions that encourage students to highlight, **build upon and demonstrate their strengths**.

3. **Human-Technology Balance** - Deliver quality academics, weaving human connections with state-of-the-art technology.

Strategy 1: Provide professional development for teachers that focus on the following areas:

- Balancing lesson plans/units that engaged learners with both educational technology and low/no tech options.
- Physiological impact of technology on students (best practice/evidence-based).
- Vet and review educational technology resources for alignment with state standards, quality and developmentally-appropriate materials.

- HTB 1.1 - Engage teachers in lesson study, research and best practices around how to create the best possible balance of digital and non-digital strategies.
- HTB 1.2 - Increase teacher knowledge regarding current research studying learning through the use of digital resources. (e.g., INFOhio “Best Practices for Digital Reading”)
- HTB 1.3 - Train teachers to use existing tools and authoritative resources (Achieve, Common Sense Media, ISTE) to review existing and future educational technology resources.

Strategy 2: Continue to enhance communication between parents, teachers and students by providing a balance of both digitally-based and in-person opportunities to review student performance.

- HTB 2.1 - Continue to provide parent trainings on the use of digital tools used in the schools, using parent experts and students to assist and lead.
- HTB 2.2 - Expand student-led conferences K-12.
- HTB 2.3 - Optimize use of available communication tools such as PowerTeacher, SeeSaw, blogs, and e-mail.
- HTB 2.4 - Utilize the Family and Community Engagement (FACE) Coordinator to increase the level of parent and student engagement in collaboration and educational opportunities.

Strategy 3: Engage students in exploration of learning and demonstration of knowledge that includes **activities ranging from low/no tech to high tech**.

- HTB 3.1 - Challenge and support students to use creative methods and multiple ways to demonstrate knowledge and understanding of learning.
- HTB 3.2 - Have students explore and utilize a variety of resources to support their learning that range from no tech to high tech.

Strategy 4: Develop opportunities for **community members to see and experience** FPCS shared experiences (both virtual and in-person.)

Ideas: classroom visits (virtual/in-person), archive recordings/events, extracurricular events (art shows, band/orchestra/choir, athletics, clubs), up-to-date website, “day in the life” experience

HTB 4.1 - Expand the frequency and focus of community exhibitions and showcases of student work.

HTB 4.2 - Increase web access to archived videos of student performances, activities, and virtual visits to the school (e.g., “A day in the life of a student”)

HTB 4.3 - Develop additional opportunities to showcase student work in other community venues (e.g., library, Gemini Center, Senior Center, City Hall, etc.)

4. Social-Emotional Supports - Cultivate and engage in positive relationships that foster student growth and build strong communities.

Strategy 1: Bring together **diverse communities to educate and nurture** the whole child.

SES 1.1 - Develop programs that **expand student interaction** with people of diverse backgrounds, ages, experiences and cultures.

SES 1.2 - Provide tools, resources and **guidance for non-parental guardians** to support student success.

Strategy 2: Create safe opportunities and events for students to learn how to form and sustain positive social relationships.

SES 2.1 - Expand collaborative learning opportunities for students in all grade levels.

SES 2.2 - Utilize Pride House and Mentorship time to discuss and support the positive student interactions.

SES 2.3 - Maintain and expand student extra-curricular activities.

Strategy 3: Continue to develop and implement research-based programs to support social-emotional growth.

SES 3.1 - Provide training on the intersection of neuroscience and education of the whole child.

SES 3.2 - Train staff, students and parents on how to regulate emotions and behaviors by using thinking strategies that are consistent with brain development.