

December 2017 NMSBA Convening

Success Matters: Every Student, Every Day

Raising the Bar on Excellence!



Google Images, 2017

Objective

- Share the Farmington story; successes, challenges and barriers, and what we continue to strive to accomplish with the support of all stakeholders.

Daily Learning Outcomes

Participants will

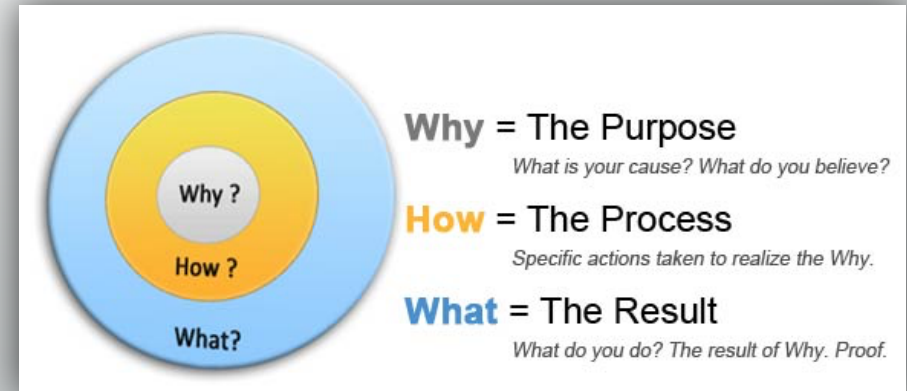
- understand how to take information and possible ideas back to district to better support the educational process
- understand how board feedback impacts systems and journey to success
- identify districts “current reality” through the lens of the Seven Levers
- explore opportunities to support sustainable systems that lead to improved student achievement
- identify next steps for moving from theory to practice

The Golden Circle



Our Golden Circle

- Why: Systems of continuous improvement
- How: Second order change
- What: Embed core values





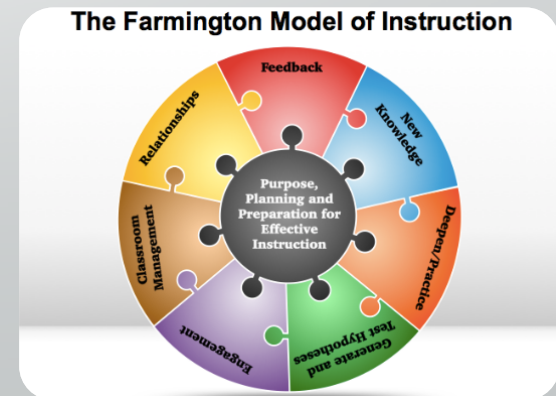
The Farmington Story

Once upon a time... before PARCC

Commitment?

- *Commitment #1: Develop a System of Individual Student Feedback*
- *Commitment #2: Ensure Effective Teaching in Every Classroom*
- *Commitment #3: Provide a system of support to ensure a climate, culture and environment for student success.*

Remain constant, foundation never changes, refine and strengthen



Before PARCC

Adequate Yearly Progress and No Child Left Behind

08/09 AYP

Met= 6

Net Met= 11

2 in strategic
priority

09/10 AYP

Met= 0

Not Met=17

2 in strategic
priority

10/11 AYP

Met=0

Not Met= 17

2 in strategic
priority

11/12 AYP

Met=0

Not Met= 17

2 in strategic
priority

3 CC's Adopted
1 Elementary
Academic
Vocabulary
Hire Outside
consultant

C1: Beginning
Curriculum Work
C3: District Roll out of
Academic Vocabulary
Process for
Vocabulary
Instruction
District coaching/PD
around C1 & C3

C1: Continuous
Improvement
C 2: Farmington
Model of
Instruction
Developed
District
Vanguards

C 2: Rolled Out
District Wide FMI
District
coaching/PD
around C2
Vanguard 2
group

Board Members and time in office

| <i>Years of Service</i> | | |
|---|------------------|---------------|
| 0-4 | 5-10 | 11+ |
| Steve Nelson | Sandy Schumacher | Mike Isaacson |
| Dean Pecotte | Bill Young | |
| Rod Conover | Kyle Rhodes | |
| Nancy DeLong | Robin Hoffman | |
| Sherry Galloway | | |
| Keith Corley | | |
| | | |
| <i>School Board President Years of Service</i> | | |
| Name | Years | |
| Steve Nelson | 3 | |
| Sandy Schumacher | 5 | |
| Kyle Rhodes | 3 | |
| | | |
| <i>Superintendent Years of Service</i> | | |
| Name | Years | |
| Janel Ryan | 7 | |
| Phil Valdez (Interim) | 1 | |
| Eugene Schmidt | 3 | |
| | | |
| | | |

School Board

Community

- Sets expectations
- Board implements policy to meet or exceed expectations

District Strategic Plan

- Create and Focus Efforts
- Align budget to support Strategic goals

Commitment

- District Goals and Strategic Pillars
- Publicly supports and celebrates district initiatives

Accountably

- Participate on committees and trainings
- School Ambassadors
- Data reflections on Strategic Priorities

The Farmington Model of Instruction



Second Order Change

"How"

Before UVA/PPE/TPE

Commitment #1: Ensure a System of Individual Student Feedback at the District, School, and Classroom Levels

Commitment #2: Ensure Effective Teaching in Every Classroom

Commitment #3: Provide a system of support to ensure a climate, culture and environment for student success.

The Farmington Model of Instruction



7 Levers Effective Leadership

Systems Change and Leadership Practices

“What”



7 Levers

Effective Leadership

Reflecting on your Current Reality

Work Session Possibility:

- Which three (3) of the seven (7) levers are strengths in your district?
- What actions have you taken to support your district in getting results that align to your core values/pillars?
- Which three (3) of the seven (7) levers need strengthened?
- And, how do you know?





District Budget Committee

Why having a collaborative committee is so vital in meeting district goals.

- Who is involved?
- What's the process?
- How does it align?

UVA/PPE/TPE

Below the Line Funding Opportunities & District Funding Balance



In a far away land & PARCC

12/13

A=1

B=2

C=8

D=7

13/14

A=1

B= 5

C= 3

D= 4

F= 5

14/15

A= 11

B= 3

C= 3

D= 1

15/16

A= 6

B=8

C=2

D=2

16/17

A= 7

B= 8

C= 3

D= 1

CCSS

PARCC

Proficiency Scales

New Evaluation System

School Grading

Standards Based Reporting (K-8)

Vanguard 2 cohort (MS Only)

UVA 3 schools

Shepherd/Mentor

Data Analysis

UVA - Interims

3= PPE Cohort 2

Principal PLCs

District Focus Team

Curriculum joins site visits

District wide

Interims

5= PPE Cohort 3

2= TPE Cohort 1

District Strategic Plan

Recommitment to FMI

Developing principal and district leaders

Title & Curriculum join PPE

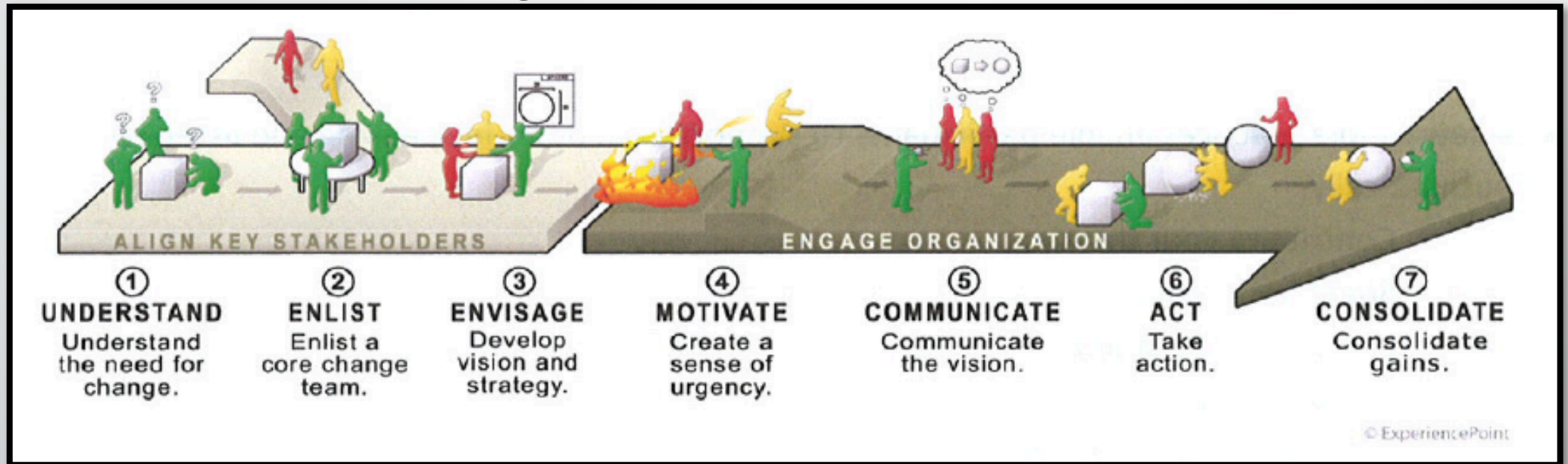
6= PPE Cohort 4

Shifting from initiatives to core values

Refining of Practices through the support of UVA, PPE, TPE

Change Model

Major Lesson Learned



Continue our story

Pass the baton = Continue success

“Why”

17/18 Goals

- A= 15
- B = 3
- C= 1

8= PPE Cohort 5

Federal Programs join PPE

Assistant Principals join PPE

Expanding mentoring with PPE grads

Restructure of district support team

How the board is kept informed

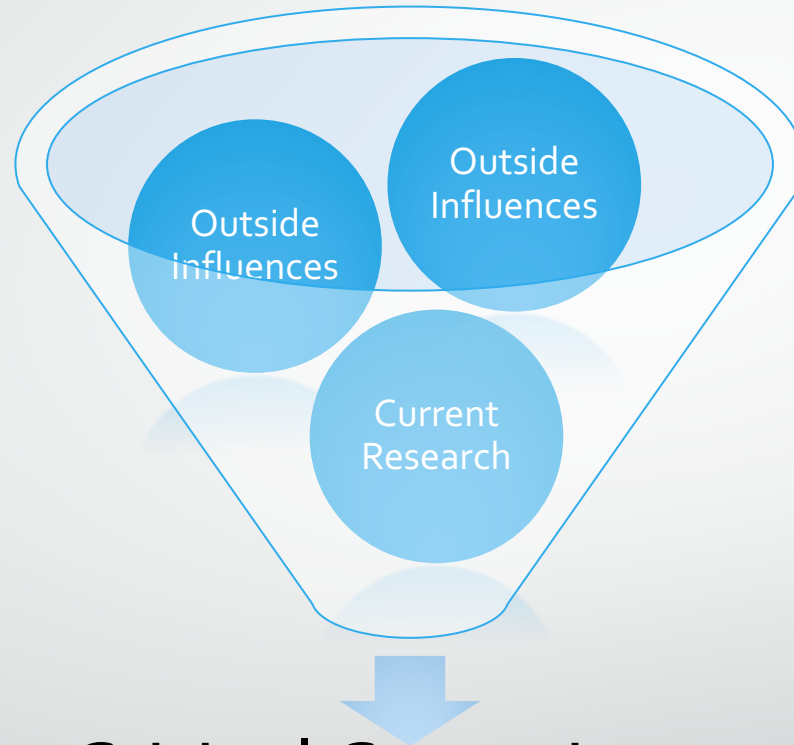


We are building a culture that believes in possibilities.

INSTRUCTIONAL PRACTICES



Consistent and Aligned



3 Critical Commitments
Core Values

Random
Acts of

**If it doesn't fit,
get rid of it.**





| | | | |
|--|--------------------------------|---------------|-----------------------------|
| New Idea: | | | |
| Why: | | | |
| Core Value Alignment | | | |
| What it is... | Already have that's similar... | Duplicates... | Financial Responsibility... |
| | | | |
| Any idea scoring 3 points will be considered at a later date or may not be considered at all due to items already in place | Yes = 1 point | Yes = 1 point | District = 1 point |
| What data supports "the need" | | | |
| Narrative- If the district has specific supports already in place, discuss current reality and what might be needed to strengthen system(s). | | | |
| | | | |

7 Levers

Effective Leadership

“Blue Sky Thinking”

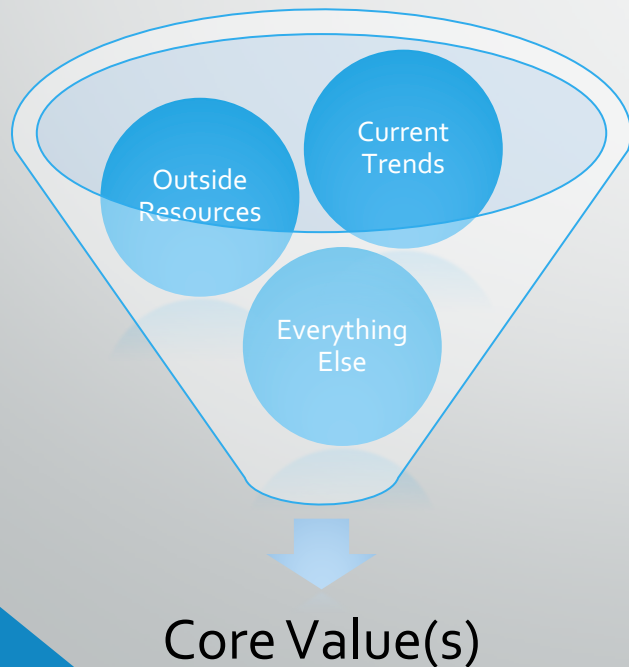
Possible Work Session:

| Opportunities | Barriers |
|---|--|
|  |  |
| Utopia | Perceived or Actual |



7 Levers Effective Leadership

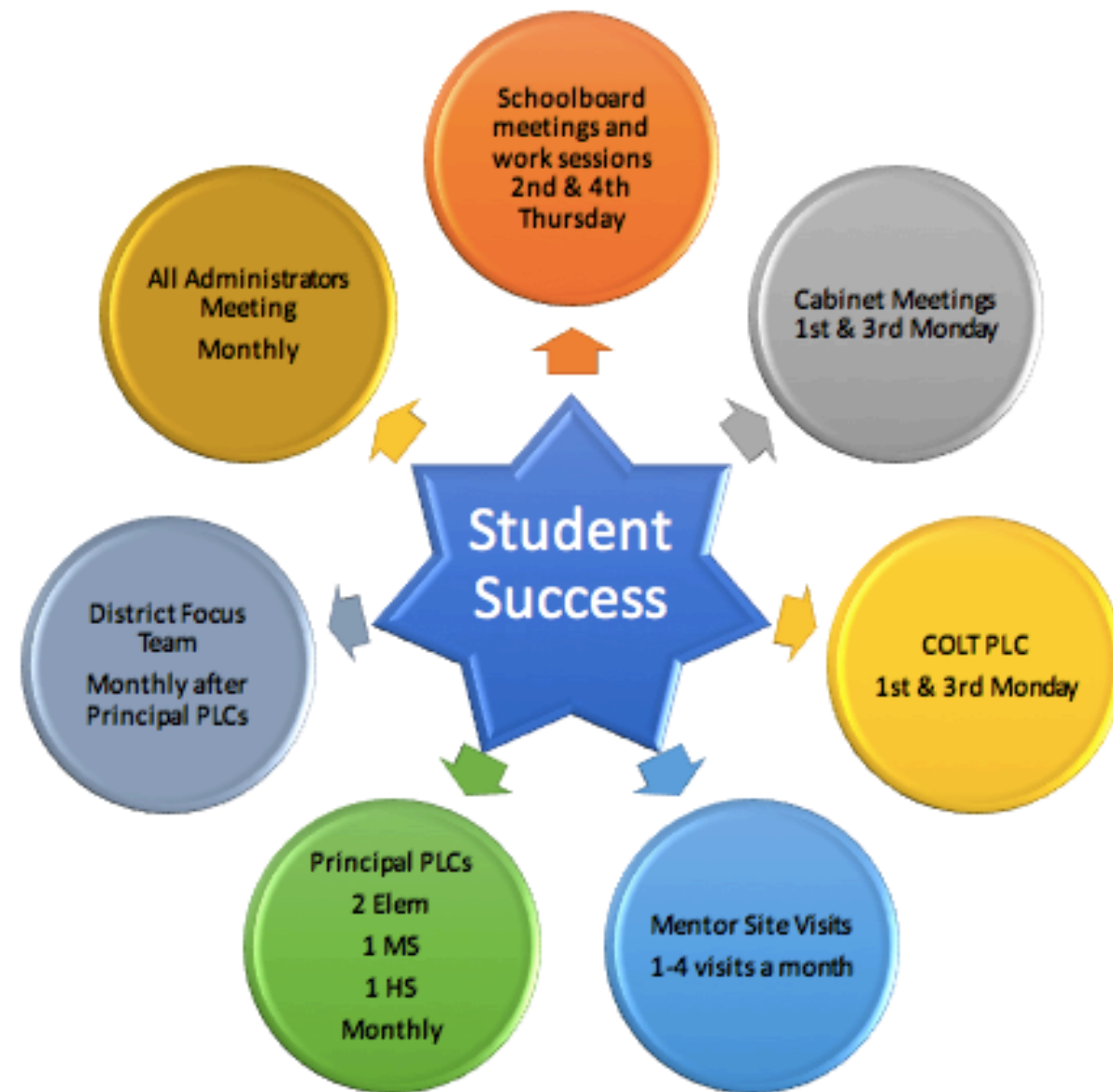
Impact Planning Possible Work Session:



1. What immediate changes can be made to improve your ability to support district systems for continuous improvement?
2. What will your board commit to in an effort to better support overall student success?



Success Matters: Every
Student, Every day!



Documenting our story...

- FMS: Leadership Handbook
- Aligned Calendar
- Data days
- Early Release days

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| Coaching Continuum | |



From the Outside Looking In

Three things Farmington is doing well.

- **Deep Partnership with the NMPED:**

- Taking key best practices and worked to make them standard operating procedure for all schools in the district.

- **Standards Based Instruction & Grading:**

- Farmington has a deep commitment to the Common Core State Standards. Farmington has also moved to standards based grading meaning that students are graded based on how well they've mastered the content related to their grade level standards.

- **Raising the Bar on Excellence:**

- They are reflective of what is working and are bold in making decisions that are in the best interest of their students. Bravo, FMS!

Are we doing it the RIGHT way?
Is there a “right” way?
Just don’t do it the wrong way.



CONTACT INFORMATION

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