



A World-Class Community of Learners

District 14 – Fridley Public Schools Local World’s Best Workforce Plan 2017-18

The World’s Best Workforce Plan (MN Statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world’s best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students pre-k through high school. It is focused on five state-wide goals:

1. All students ready for kindergarten
2. All students in third grade achieve grade level literacy
3. Closing achievement gaps
4. All students career- and college-ready by graduation
5. All students graduate

Fridley Public Schools World’s Best Workforce Plan serves as a blueprint that demonstrates how current district initiatives and plans work together in a concerted effort to create a quality workforce equipped with the necessary skills for the 21st century.

Mission Statement for Fridley School District 14

As a world class community of learners, Fridley Public Schools aims to develop internationally-minded students. We challenge ourselves, our students, and our community to become caring and knowledgeable life-long learners who inquire and take action to create a better world.

School Board Operational Priorities

- Improving academic achievement and ensuring high levels of school performance
- Using instructional strategies recognized as most effective within the field; instructional strategies that are linked to high levels of student achievement and performance will be emphasized
- Maintaining a positive, safe environment for student learning
- Continue to build financial stability in Fridley schools by planning and executing financial plans
- Improving parent and school partnerships

Reference: School Board Policy 104 Mission Statement

District World's Best Workforce Goals

WBWF Goal Areas	2016-17 Goals	2017-18 Goals
All students ready for kindergarten	<p>Percentage of 4-yr-olds in ECFE classrooms meeting proficiency on Letter Sounds Assessment in spring 2017 will increase from 40.1% to 45.0% in spring 2017.</p> <p>Results: 65.5%</p>	<p>Percentage of 4-yr-olds in ECFE classrooms meeting proficiency on Letter Naming Assessment in spring 2017 will increase from 65.5% to 68.5% in spring 2018.</p>
All students in grade 3 achieving grade-level literacy	<p>Percentage of Gr 3 students on track to meet MCA proficiency on NWEA MAP in reading will increase from 32.9% in 2016 to 40.0% in 2017.</p> <p>Results: 36.1%</p>	<p>Percentage of Gr 3 students on track to meet MCA proficiency on NWEA MAP in reading will increase from 36.1% in 2017 to 40.0% in 2018.</p>
Close the achievement gap among all groups (Achievement and Integration Plan Goals)	<p>Reading proficiency gap between FRL students and non-FRL students will decrease from 27.7% to 26.8% on state MCA.</p> <p>Results: 30.9%</p> <p>Math proficiency gap between FRL students and non-FRL students will decrease from 28.4% to 24.3% on state MCA.</p> <p>Results: 25.8%</p>	<p>Reading proficiency gap between FRL students and non-FRL students will decrease to 20.5% on state MCA by 2020.</p> <p>Math proficiency gap between FRL students and non-FRL students will decrease to 21.5% on state MCA by 2020.</p>
All students career- and college-ready by graduation	<p>Percentage of students in Gr 11 meeting ACT College <u>Reading</u> Benchmark will increase from 34.0% in 2016 to 36.0% in 2017.</p> <p>Results: 26.0%</p>	<p>Percentage of students in Gr 11 meeting ACT College <u>Reading</u> Benchmark will increase from 26.0% in 2017 to 30.0% in 2018.</p>
All students graduate	<p>Percentage of students graduating will increase from 75.8% in 2015 to 80.0% in 2016.</p> <p>Results: 85.8%</p>	<p>Percentage of students graduating will increase from 85.8% in 2016 to 88.5% in 2017.</p>
Achievement/Integration Plan Goal Reduce disproportionality in school suspensions of black students.	<p><i>This is a new goal based on data from 2016-17.</i></p>	<p>Decrease the disproportionality rate in suspensions/dismissals (in school and out of school) for African-American students from 28.2 to 3.6 by 2020.</p>

Goals and Benchmarks for Instruction and Student Achievement

Student Achievement Benchmarks

Fridley Schools has established a system of benchmark target scores which link local assessments to predicted achievement on statewide assessments. The Student Achievement Benchmarks document provides a consistent set of target scores for student performance across measures and time. The intent is to articulate grade level benchmarks that demonstrate a clear path to college and career readiness.

Reference: Student Achievement Benchmarks

Reference: Student Achievement Summary 2016-17

Student Achievement Goals

Each site develops student learning goals that align to the district-wide goals and school board priorities. The site student learning goals are developed by site-based leadership teams determined by student achievement data. Progress toward goals is monitored and reviewed mid-year and end of year. Student achievement goals are used for building Q Comp site goals as well.

- Hayes Elementary
- RL Stevenson Elementary
- Fridley Middle School
- Fridley High School
- Fridley HS ALC
- Early Childhood/Pre-K

Reference: Building/Program Goals Summary

Assessing and Evaluating Student Achievement

District Assessment Plan

Fridley Public Schools uses a comprehensive process to assess and evaluate student progress toward college and career readiness standards. The multi-layered system incorporates local, state, and national assessments that provide a complete profile of achievement by individual student, subgroup, school, and district. Data from assessments is regularly reviewed by school stakeholders to screen, progress monitor, determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement, diagnose learning difficulties, determine state/federal accountability, determine professional development needs, and inform parents of student progress.

Reference: Fridley Assessment Schedule

Transition to Postsecondary Education and Careers

Fridley Public Schools has a comprehensive plan to transition students to postsecondary education and employment. Each student begins developing a plan that begins in ninth grade and includes:

- International Baccalaureate Continuum: rigorous programming for PK-grade 12 including the Diploma Programme
- AVID Program available for students in grades 7-12
- Student-developed post-secondary and career plans beginning in grade 9
- Courses articulated with post-secondary institutions available to students in grades 9-12
- Authorized IB Career Certificate Programme with course offerings in Emergency Responder
- Career and Technical Education (CTE) courses and activities through the Carl Perkins Consortium

- Advisory content for students in grades 5-12 on post-secondary readiness
- College visits for students in grades 6-12

Assessing and Evaluating Instruction and Curriculum

Curriculum and Instruction Review Process

Curriculum review and development is based on the principles of Understanding by Design. All curricular areas are part of a continuous improvement cycle aligned with the MN State Content Standards and the International Baccalaureate Programme updates.

Reference: Curriculum Review and Development Model

Teacher Evaluation

Integrated in the District Q Comp plan are the elements of effective teacher evaluation. All teachers, probationary and tenured, are evaluated each year using Danielson Framework for Teaching. Teachers are observed by trained evaluators, both administrators and instructional leaders, in addition to completing an individual growth plan each year. Job embedded professional development provides teachers with support on the evaluation model and participation in professional learning teams.

Reference: Fridley Q Comp Plan and Teacher Development and Evaluation Program

Reference: Danielson Framework for Teaching Evaluation Rubric

Principal Evaluation

The superintendent facilitates an annual evaluation for all school leaders with a tool evaluating how the individual creates a culture conducive to continuous improvement, ensures school safety, demonstrates data-driven plan for improving student achievement and closing the achievement gap, assists in aligning curriculum, instruction and assessment, manages resources, and engages community partners. Stakeholder feedback is gathered through the 5 Essentials survey. Individual goals are set based on building student achievement goals, feedback, and the evaluation tool.

Reference: Leadership Framework

Strategies for Improving Instruction and Curriculum

Comprehensive plans for district/school improvement are developed and /or revised annually and focus on increasing student achievement by enhancing instruction, upgrading curriculum and developing effective programming. Each of the various improvement plans and support systems are described briefly below. Documents which provide a detailed and comprehensive description of each element are referenced.

International Baccalaureate Programme Continuum

The Fridley School District is committed to high quality implementation of the International Baccalaureate Continuum of programmes for all students. This includes the Primary Years Program for 3- and 4-year olds, Primary Years Programme for grades K-4, Middle Years Programme for Grades 5-10, and Diploma Programme for grades 11-12. Fridley embraced the IB program because the curriculum and pedagogy of IB focus on international perspectives of learning and teaching, while insisting that students fully explore their home culture and language. It is a rigorous program for students aged 3 to 19 to help develop the intellectual, personal, emotional and social skills to live, learn and work in a global society. The IB program is a research-based intervention framework that includes formative assessment practices to reduce achievement disparities. The Fridley district has an “all-district” IB program. The district implements IB from Pre-K through high school graduation. All students participate in the

program, including the diploma program. It is not limited to specifically identified students and there are no established barriers to participation.

Implementation of the IB Continuum requires a programme evaluation every five years after initial authorization. The programme evaluation process includes the development of a school action plan; a comprehensive self-study of all elements in the IB Standards and Practices (curriculum, instruction, assessment practices, leadership, community, and professional development); an evaluation visit by a visiting external team; and a formal report of findings including commendations, recommendations and matters to be addressed.

Broad Goals Addressed:

- Goal 1: All students ready for kindergarten
- Goal 3: Closing achievement gaps
- Goal 4: All students career- and college-ready
- Goal 5: All students graduate

Timeline: All Programmes in the Continuum are being aligned for evaluation. Self-study was completed for 2015-16 with the evaluation visits to occur in Spring 2017.

Budget: Activities and strategies for the IB Programme are funded from Integration and Incentive funds and school district general funds.

Reference: IB Standards and Practices

Reference: Programme Evaluation Guide

Professional Development

Each year the school district staff development committee establishes a set of staff development priority areas based on student achievement and behavior data, program evaluation timelines and results, teacher evaluation information, and external evaluation timelines. These priority areas are aligned with the school board priority areas.

Reference: District Staff Development Report 2016-17

Achievement and Integration (A&I)

Fridley School District is eligible to participate in the Achievement and Integration program established to close Minnesota's academic achievement and opportunity gap. The purpose of this program is to pursue racial and economic integration, increase student achievement, and reduce academic disparities in Minnesota's public schools. The plan established by the Fridley District works in partnership with the Northwest Suburban Integration School District using the International Baccalaureate magnet school program to develop integrated learning environments designed to reduce both enrollment and academic achievement based on students' racial, ethnic and economic backgrounds. The achievement gap most pronounced across the district can be found between the students receiving free/reduced lunch and those who are not. Because reduction of this gap will impact achievement across all other subgroups, it is the overall focus of the A& I plan for 2017-2020.

Plan Components

1. Innovative integrated Pre-K to Grade 12 School Enrollment Choices designed to increase student academic achievement and to reduce racial and economic enrollment disparities.
2. Family engagement initiatives that involve families in students' academic life and success.
3. Professional development opportunities for teachers and administrators for improving academic achievement of all students.
4. Increased programmatic opportunities focused on rigor and college and career readiness for underserved students including students enrolled in an area learning center.
5. Recruitment and retention of teachers and administrators with diverse racial and ethnic backgrounds.
6. Equitable access to effective and diverse teachers

Broad Goals Addressed:

- Goal 3: Closing achievement gaps
- Goal 4: All students career- and college-ready
- Goal 5: All students graduate

Timeline: Plan with goals is submitted every three years to MDE. 2017-20 is year 1 of the 3-year cycle.

Budget: Activities and strategies in this program are funded primarily through Integration and Incentive Aid.

Reference: Achievement and Integration Plan 2017-2020

Reference: Achievement and Integration 2016-17 Progress Report

District Literacy Plan (Read Well By Grade 3)

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and ensure that all students are ready for the demands of college and the workplace. In the Fridley Schools we define reading proficiency as the ability to independently read and understand textual material that is appropriate to the age and grade level of the student. Reading proficiency is ensured for all students by implementing research-based core reading instruction. Students are assessed using school-wide screening measures to identify students at risk of not meeting proficiency levels and research-based interventions are provided to support them.

Broad Goals Addressed:

- Goal 1: All students ready for kindergarten
- Goal 2: All students in third grade achieve grade level literacy
- Goal 3: Closing achievement gaps
- Goal 4: All students career- and college-ready by graduation

Timeline: Read Well by Third Grade Literacy Plan reviewed and updated every other year. 2018 is the year for this review.

Budget: General, ADSIS, and Title I funds are used to support the activities and strategies in this plan.

Reference: Reading Well by Third Grade K-4 Literacy Plan
Reference: District Literacy Framework

Job-Embedded Professional Development

Through the state Alternative Compensation Program (Q Comp), teachers meeting weekly for 45 minutes of professional development as professional learning communities. Site-based teams work with the building principals to design and deliver the professional development aligned to the building student achievement goals and the School Board Priorities. The planning documents require that each professional development session demonstrate alignment to School Board Priorities, IB Standards and Practices, District Staff Development Goal Areas, Building Goals, and Danielson Framework for Teaching Evaluation Rubric.

Broad Goals Addressed:

- Goal 1: All students ready for kindergarten
- Goal 2: All students in third grade achieve grade level literacy
- Goal 3: Closing achievement gaps
- Goal 4: All students career- and college-ready by graduation
- Goal 5: All students graduate

Timeline: The Q Comp plan and program are evaluated each year.

Budget: All activities are supported with Q Comp funds and district general funds

Reference: Q Comp Plan

Title I Program Plan

Literacy and reading support and intervention is provided to students in grades K-8 both directly and indirectly. Because it is a targeted service program, students are identified as being at risk for academic success based on the criteria outlined in the Title I Annual Application. The goals of the plan are focused on student achievement indicators of Adequate Year Process (AYP) using the Minnesota Comprehensive Assessments. The data indicates student needs for additional literacy support and intervention.

Broad Goals Addressed:

- Goal 2: All students in third grade achieve grade level literacy
- Goal 3: Closing achievement gaps
- Goal 4: All students career- and college-ready by graduation

Timeline: The plan is completed as part of the Title I application process annually.

Budget: Actions and activities for this program are funded through the federal Title I funds

Reference: Title I Program Application

Title III Program Plan

Language development instruction is provided to students for whom English is not the home language and who have not yet demonstrated state-specified language proficiency as measured by the ACCESS 2.0. Services are delivered by licensed ESL teachers through a combination of strategies and delivery

models including pull-out groups, in-class push in, co-teacher, academic content support, sheltered content classes, participation in district academic and literacy-based interventions.

Broad Goals Addressed:

- Goal 2: All students in third grade achieve grade level literacy
- Goal 3: Closing achievement gaps
- Goal 4: All students career- and college-ready by graduation
- Goal 5: All students graduate

Timeline: The plan is completed as part of the Title III application process annually.

Budget: Actions and activities for this program are funded through the district, state federal Title III funds

Reference: Title III Program Application

Reference: Fridley English Language Program Service Guide

ALC-Target Services Program

The Fridley Area Learning Center (ALC) offers alternative programming beginning with students in grades 6-8 within the Fridley Middle School. ALC students in grades 9-12 are served in an alternative setting day program with a focused advisory period and credit recovery courses structured in a hybrid online/face-to-face format. Credit recovery is available to students at the high school through a night school opportunity in English, math, social studies and science. Targeted services provides additional learning support for students in grades K-8 throughout the school year and in a summer session. Along with instruction to support students in reading and math, the after school programming addresses the needs of the whole child.

Broad Goals Addressed:

- Goal 2: All students in third grade achieve grade level literacy
- Goal 3: Closing achievement gaps
- Goal 4: All students career- and college-ready by graduation
- Goal 5: All students graduate

Timeline: Program components, structure, content and delivery are reviewed annually.

Budget: All activities and expenses are supported with the generated general education funds.

Early Learning/School Readiness

The early childhood years from birth to the start of kindergarten are an important time of rapid growth and learning. To support children's development and assist in preparation for kindergarten, Fridley Schools offers multiple opportunities for early learning and support through the Fridley Community Center.

- Early Childhood Screening – screening for children prior to kindergarten for vision, hearing, height/weight, immunizations, language and communication skills, and social/emotional development.
- Home visiting program - at parent's request, to provide information about Early Childhood Family Education programs, or to offer parent education and support to the family in their home

- Parent/Child classes - Children learn social skills as well as other school readiness skills that are appropriate for their age. Parents meet with a licensed parent educator to discuss issues relevant to parenting young children.
- School Readiness pre-kindergarten classes – full-year programs to promote social, emotional and academic preparedness for kindergarten, including the expanded offering of the International Baccalaureate PYP Preschool for three- and four-year-olds.

Broad Goals Addressed

- Goal 1: All students ready for kindergarten
- Goal 2: All students in third grade achieve grade level literacy
- Goal 3: Closing achievement gaps

Budget: Activities and strategies are funded through Community Ed including Early Learning Scholarships and Voluntary Pre-K funding.

Safe Environments

Addressing the School Board Priority to create a positive, safe and respectful environment for student learning, schools throughout the district are working to implement a comprehensive menu of strategies. There is a balance of staff training, student skill building, student behavior interventions, policy changes, and parent involvement. These strategies include:

- Positive Behavior Intervention Systems (PBIS)
- Culturally and Linguistically Responsive Classroom (CLR)
- Crisis Prevention and Intervention Non-violent (CPI)
- LINK Crew
- Anti-Bullying Policy and Staff Training
- Alternate Delivery of Individualized Services (ADSIS)

Broad Goals Addressed

- Goal 1: All students ready for kindergarten
- Goal 2: All students in third grade achieve grade level literacy
- Goal 3: Closing achievement gaps

Budget: Activities and strategies are funded through general, ADSIS, A&I and Title II funds.

Reference: ADSIS Plan

Reference: Bully Prohibition Policy

Reference: Achievement and Integration Plan

Stakeholder Involvement

Site Leadership Committees

Each building/site has established a site leadership responsible for the development of building student achievement goals and professional development. These teams are representative of the staff and provide a collaborative process for decision-making.

District Staff Development Team

This team is comprised of building principals and instructional leaders. The group utilizes the knowledge of the Danielson Evaluation Rubric with the types and level of instruction from classroom observations to inform professional development, teacher support and development, and

Title I Parent Involvement

Three parent involvement meetings are scheduled rotating in location to each of the Title I service schools. The meetings are structured to provide information and review of the Title I program and services, gather input and suggestions to adapt and revise the strategies of the plan, to examine student participation and achievement data, and provide home/school partnership strategies and support.

Special Ed Parent Advisory

This parent advisory group meets twice during the school year.

District Advisory Committee

This stakeholder group will meet at least three times during the school year to review and provide input to the World's Best Work Force and Achievement Integration plan and the strategies included in it.

Report Requirements

To meet the report requirements Fridley Public Schools will:

- Title the report "District 14 – Fridley Public Schools Local World's Best Workforce Plan."
- Place the report on the district's web page.
- Submit an electronic summary to the Commissioner of the Minnesota Department of Education by December 15 of each year.
- Present to the school board for approval prior to posting on district web site.