MN DEPARTMENT OF EDUCATION

Regional Centers of EXCELLENCE

School Improvement Plan Overview

Introduction and Purpose

The School Improvement (SI) Plan answers the question, "How are we going to get to where we want to be?" It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as "strategies" in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), the district or charter—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

For schools identified under ESSA, the plan must:

a) Improve student outcomes.
b) Be informed by all indicators in the accountability system, including student performance in Minnesota's long-term goals.
c) Based on a school level comprehensive needs assessment.
d) Include at least one strategy or evidence-based intervention that:

- Is aligned to the accountability indicator(s) for which the school was identified
- Is supported by the strongest level of evidence available
- Is appropriate to the needs of the schools in the student populations
- May be selected from a state provided list

e) Include strategies to increase access to experienced, qualified and effective teachers for underserved students at the school and classroom levels.
f) Identifies resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of this plan.
g) Be resourced appropriately.
h) Describe how early stakeholder input was solicited and used plan development, and how stakeholders will participate in plan implementation.

i) Be approved by the school, the district or charter, and the state (comprehensive support and improvement schools only).

j) Are made publicly available, such as on a school or district website, with required materials under World's Best Workforce.

k) Upon approval and implementation, is monitored and periodically reviewed by the state.

A school improvement (SI) plan is required for *each school* identified for support and improvement.

- **Schools identified for *Comprehensive* Support and Improvement are required to submit a SI Plan to the Minnesota Department of Education (MDE)** [submit PDF to MDE.schoolsupport@state.mn.us] **no later than March 1, 2019.**

Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

School Improvement (SI) Plan

The purpose of the school improvement (SI) plan is to lay out the vision, including strategies and actions, person(s) responsible, measurement, costs/funding sources, timelines, and anything that must be considered. The SI Plan will move the system forward to the vision. The SI Plan is work done in the INSTALLATION stage. Using what is learned through the EXPLORATION stage, the leadership team can acquire or repurpose needed resources for implementation.

Contact Information

District or Charter Information	District Phone, Fax, Email
District/Charter Name and Number Fridley Public Schools #14	Supt/Director Phone: 763.502.5001
Superintendent/Director Dr. Kim Hiel	Supt/Director Email: kim.hiel@fridley.k12.mn.us
District Address: 6000 West Moore Lake Drive, Fridley, MN 55432	District/Charter Fax: 763.503.5040

Who is the main contact at the district or charter level for the ESSA school support and improvement work?

Name of Main Contact: Imina Oftedahl	Role in District/Charter: Director of Educational Services
Phone Number: 763.502.5005	E-mail Address: imina.oftedahl@fridley.k12.mn.us

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Fridley Moore Lake Area Learning Center, Fridley, MN 55432 0014-01-552 Grades 9-12	Phone: 763.502.5165

School Information	School Phone, Fax, Email
School Address: 1317 Rice Creek Road, Fridley MN 55432	Fax: 763.502.5141
Principal: Dr. Jason Bodey	Email: Jason.bodey@fridley.k12.mn.us

Who is the main contact at the school for the ESSA school support and improvement work?

Name of Main Contact: Dr. Jason Bodey	Role in School: Principal
Phone Number: 763.502.5165	E-mail Address: Jason.bodey@fridley.k12.mn.us

Stakeholder Engagement and Communications Plan

Describe your stakeholder engagement activities and how you will communicate with stakeholders.

Staff

- ALC Staff – Utilize staff development meetings/PLCs, link this work to our yearly building goals
- District Staff – Link this work to our yearly building goal setting, utilize our communications department to tell our story, regular meetings with or Director of Educational Services

Parents

- Conferences, newsletters, website, celebrations

Community

- School Board meetings, connections with our community partners

Use the following table to outline a communications plan for the ESSA support and improvement work.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
Spring of 2019 – Fall of 2019	School identified for comprehensive support for graduation rates. Invitation for input into planning for improvement planning.	Parents/Guardians Community	Intake/enrollment meetings Parent meetings Conferences Newsletters Website
Staff Development meetings - 12/11/18, 1/16/19, 1/23/19, 2/6/19, 2/26/19	Graduation rates are below state thresholds. We will engage in analysis and improvement planning.	Staff	Staff meetings
March 2019	School identified for comprehensive support for graduation rates.	Community	School Board meeting

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

School Improvement Strategy(ies)--Summary

Identify the strategies, practices, or programs team has selected for implementation. This will be the focus of the school improvement effort the identification cycle (three years). It is strongly recommended that schools focus their school improvement effort and seek deep, consistent implementation of one or two strategies.

Strategy #1	Click here ☒ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is…	Establish a comprehensive MTSS Framework for academic support
…to address this **Root-Cause(s)**	Systemic personalization of instruction and non-academic support
Which will help us meet this student outcome **Goal***	The three-year average for the 4-year graduation rate for students at Fridley Moore Lake Area Learning Center will increase from 45.0% to 67.0% for ALL students and from 43.3% to 67.0% for F/R Lunch students by 2021.

#2	Click here ☒ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Implement a comprehensive professional development plan focused on personalized learning strategies
to address the **Root Cause**	Systemic personalization of instruction and non-academic support
Which will help us meet this student outcome **Goal***	The three-year average for the 4-year graduation rate for students at Fridley Moore Lake Area Learning Center will increase from 45.0% to 67.0% for ALL students and from 43.3% to 67.0% for F/R Lunch students by 2021.

Plan for Strategy #1

Strategy #1: Establish a MTSS Framework for academic support

Root-Cause: Systemic personalization of instruction and non-academic support

Goal: The three-year average for the 4-year graduation rate for students at Fridley Moore Lake Area Learning Center will increase from 45.0% to 67.0% for ALL students and from 43.3% to 67.0% for F/R Lunch students by 2021.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	August	Septem	Octobe	Novem	Decem	Januar	Februa	March	April	May	June	July	Due Date
Establish subject specific academic screeners for math and science based on content standards alignment	Math and science teachers	Number of completed assessments	Paid time for teacher writing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Jan 20
Establish subject specific academic screeners for social studies and language arts based on content standards alignment	Social studies and language arts teachers	Number of completed assessments	Paid time for teacher writing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Aug 20
Establish reading skill screener and procedures for screening at student intake	District literacy coordinator, reading teacher	85% of all students screened with 3 wks of intake	aReading assessment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Jun 20
Create comprehensive progress monitoring data system for academics and non-academics	Principal, leader teacher, social worker, district assessment coordinator	Data warehouse reports set up and updated at determined intervals	District data warehouse	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Aug 19
Conduct structured PLC meetings to monitor progress of personalized learning plans	Principal, PLC leader	PLC sessions conducted regularly	PLC training, job-embedded scheduled time													Sept 19-May 20

Articulate specific interventions, categorize by tiers, and document procedures in student personalized learning plans	Principal, lead teacher, social worker, teachers	MTSS framework document	MTSS training, job-embedded time																				Jan 20
Establish procedures and practices to address specific education needs of students identified for EL, immigrant, special education, and homelessness	Principal, Dir of Ed Svcs, Dir of Special Svcs, social worker	Documentation of direct student services	Staffing allocation, personal learning plans																				Jan 19

To add additional action steps, Place cursor to the right of the last row and click "enter."

Progress Toward Goal #1: *(To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
  - Click here to enter text.
- How has student achievement been impacted? What is the evidence?
  - Click or tap here to enter text.
- How will implementation be adjusted and/or supported moving into the next year?
  - Click or tap here to enter text.

Plan for Strategy #2

Strategy #2: Implement a comprehensive professional development plan focused on personalized learning strategies

Root-Cause: Systemic personalization of instruction and non-academic support

Goal: The three-year average for the 4-year graduation rate for students at Fridley Moore Lake Area Learning Center will increase from 45.0% to 67.0% for ALL students and from 43.3% to 67.0% for F/R Lunch students by 2021.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
Training for leadership and structures for effective professional learning communities.	Principal, Dir of Ed Svcs	Number of staff trained, establish	Trainer, paid time for staff training	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Sept 19
Continued staff development on MTSS strategies throughout the year.	Principal, social worker, lead teacher	Document is created by the end of next school year.	Trainer, job-embedded time for training, staff development meeting time	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Jun 21

Staff development on EL instructional strategies, programmatic processes, and data analysis.	Principal, lead teacher	Correctly identified EL students, provided appropriate supports, and making instructional decisions based on ACCESS and content data.	Job-embedded time for training	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Jun 20
Equity and culturally responsive training and classroom observation/coaching	Principal, equity coordinator, lead teacher	Classroom practices and procedures evaluated for equity/culturally responsive lens.	Job-embedded time for training, observation/feedback instruction	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Jun 21

Staff development on Reading instructional strategies, programmatic processes, and data analysis for adolescent learners.	Principal, lead teacher	Correctly identified reading needs for students, provided appropriate supports, and making instructional decisions based on aReading and content data.																					Jun 20

To add additional action steps, Place cursor to the right of the last row and click "enter."

Progress Toward Goal #2: *(To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?

  o   Click here to enter text.

- How has student achievement been impacted? What is the evidence?

  o   Click or tap here to enter text.

- How will implementation be adjusted and/or supported moving into the next year?

  o   Click or tap here to enter text.