

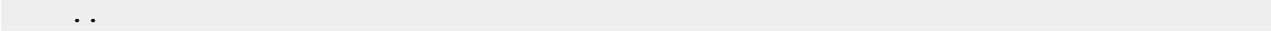
## Work Session

Tuesday, November 15, 2016 5:30 PM

Fridley Community Center, 6085 7th Street NE, Fridley, MN 55432

A.	<b>Signing Required Documents</b>	<b>Presenter:</b> Dr. Peggy Flathmann
B.	<b><u>GOVERNANCE AND POLICY</u></b>	
B.1.	School Board 3 Year Agenda..... .....	<b>Present er:</b> Chris Riddle
B.2.	School Board Policies	
B.2.a.	First Readings	
B.2.a.1)	Policy 413 Harassment and Violence - <b>SEE BUSINESS PACKET PAGE 72</b>	<b>Presenter:</b> Jennifer Claseman
B.2.a.2)	Policy 522 Student Sex Nondiscrimination - <b>SEE BUSINESS PACKET PAGE 86</b>	
B.2.a.3)	Policy 535 Service Animal in the Schools - <b>SEE BUSINESS PACKET PAGE 92</b>	<b>Presenter:</b> Laura Seifert-Hertling
B.2.a.4)	Policy 901 Community Education - <b>SEE BUSINESS PACKET PAGE 101</b>	<b>Presenter:</b> Dr. Peggy Flathmann
B.2.a.5)	Policy 902 Use of School District Facilities - <b>SEE BUSINESS PACKET PAGE 103</b>	<b>Presenter:</b> Dr. Peggy Flathmann
C.	<b><u>OVERSIGHT OF OPERATIONS</u></b>	
C.1.	Legal Updates	<b>Presenter:</b> Jennifer Claseman
C.2.	School Closing Procedures - <b>SEE MEETING HANDOUT</b>	<b>Presenter:</b> Dr. Peggy Flathmann
C.3.	Staffing and Personnel Update	<b>Presenter:</b> Jennifer Claseman
C.3.a.	New Contracts, Amendments, Leaves of Absence, Terminations, Resignations, and Retirements - <b>SEE BUSINESS PACKET PAGE 53</b>	
C.3.b.	Tentative Agreement with Paraprofessionals- <b>SEE BUSINESS PACKET PAGE 19</b>	
C.3.c.	MOU: Maintenance Technician placement - <b>SEE BUSINESS PACKET PAGE 52</b>	<b>Presenter:</b> Jennifer Claseman
C.4.	Facilities Update	<b>Presenter:</b> Matthew Hammer
C.4.a.	High School Update	
C.4.b.	FMS Project Update	
C.4.c.	Abatement Levy Project - Parking Lots..... ..	
C.5.	RLS Project Bid Approval - <b>SEE BUSINESS PACKET PAGE 42</b>	<b>Presenter:</b> Matthew Hammer
C.6.	Federal American Indian Grant..... .....	<b>Present er:</b> Laura Seifert

	- Hertling	
C.7. Fridley High School Chinese Students visit to China on June 13-28, 2017 - <b>SEE BUSINESS PACKET PAGE 63</b>	<b>Presenter:</b> Dr. Peggy Flathmann	
<b>C.8. Partnership Updates</b>		
C.8.a. AMSD.....		<b>Presenter:</b> Mary Kay Delvo
C.8.a.1) AMSD Equity and Integration Update.....		
C.8.b. Metro 916.....		<b>Presenter:</b> Marcia Lindblad
C.8.c. NWSISD	<b>Presenter:</b> Dr. Peggy Flathmann	
C.8.c.1) IB Evaluation Review.....		
C.8.c.2) Joint Powers Agreement for North Suburban Post-Secondary Success Consortium.....		<b>Presenter:</b> Dr. Peggy Flathmann
<b>D. <u>BOARD GOVERNANCE POLICY</u></b>		
D.1. Board Membership	<b>Presenter:</b> Chris Riddle	
<b>E. <u>SUPERINTENDENT RELATIONS</u></b>		
<b>F. <u>PUBLIC ENGAGEMENT</u></b>		
F.1. Calendar of Events: Nov 2016-Jan 2017.....		<b>Presenter:</b> Jael McLemore
<b>G. <u>INFORMATIONAL ITEMS</u></b>		
G.1. Enrollment - <b>SEE BUSINESS PACKET PAGE XX</b>	<b>Presenter:</b> Dr. Peggy Flathmann	
G.2. MSBA Annual Leadership Conference January 12-13, 2017.....	<b>Presenter:</b> Dr. Peggy Flathmann	
<b>H. <u>PUBLIC FORUM</u></b>		
H.1. Worlds Best Workforce / Educational Services Presentation.....	<b>Presenter:</b> Imina Oftedahl	
H.1.a. Achievement and Integration Report for 2015-16		
H.1.b. District Parent Advisory Group Meeting.....		



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**School Board 3 Year Agenda  
2016-2019**

School Board Roles	2016-17 SY - Year 1	Comments/Notes	Owner
<b>District Governance &amp; Policy</b>	Develop all policies with equity - lens (SERIES: 300/600/900)	Working with Equity Coordinator to review policy with this lens	Superintendent
	Review community engagement with new ideas of public engagement - IAP2 framework (Policy 215)	2nd Reading -August 2016	Director of Community Relations and Communications
	Review all existing policies per schedule (300-Admin, 600-Ed., 900 Community Eng.)		Superintendent
	Review M.S.B.A policy recommendations		Superintendent
	Review Policy 798 Fund Balance	2nd Reading -August 2016	Director of Finance
	Review Policy 997 Communications and Community Relations	2nd Reading -August 2016	Director of Community Relations and Communications
<b>Operational Oversight</b>	Strategic review/planning for systemic equity		Leadership Team
	Support strategic planning process – defining, developing, implementing, measuring, modify		Leadership Team
	Year 2 of construction projects		Director of Finance
	Update/refine 10 year finance model		Director of Finance
	Monitor and use enrollment trends to plan strategically for – facilities, staffing, funding, equity		Director of Finance
	Strategic systems to support excellence – supporting educational needs of all students		Director of Educational Services and Director of Special Services
<b>Board Governance Policy</b>	Build/strengthen relationships (HR Key) with unions and board		Director of Human Resources
	Succession planning for board		School Board Chair and School Board
	Board professional development – skills/practice		School Board Chair and Director of Communications and Community Relations
<b>Superintendent Relations</b>	Board evaluation to include discussion and how to move forward		School Board Chair
	Market analysis of superintendent position		Director of Human Resources
	Success planning		Superintendent
<b>Public Engagement</b>	Begin knowledge transfer with Superintendent		Superintendent and Leadership Team
	Articulate/support FPS legislative agenda for FY 2017	Draft Completed by August 30th, Meeting Set with Brad Lundell	Director of Communications and Community Relations
	Establish 2-way avenue for public input	Clarification in Policy 215 - Public Participation	Director of Communications and Community Relations
	Maintain community engagement beyond levy campaign		School Board Chair, Director of Community Education, Director of Communications and Community Relations
	Stakeholder survey – framework, defined goals/objecting		Director of Communications and Community Relations

**SCHOOL BOARD PRIORITIES**

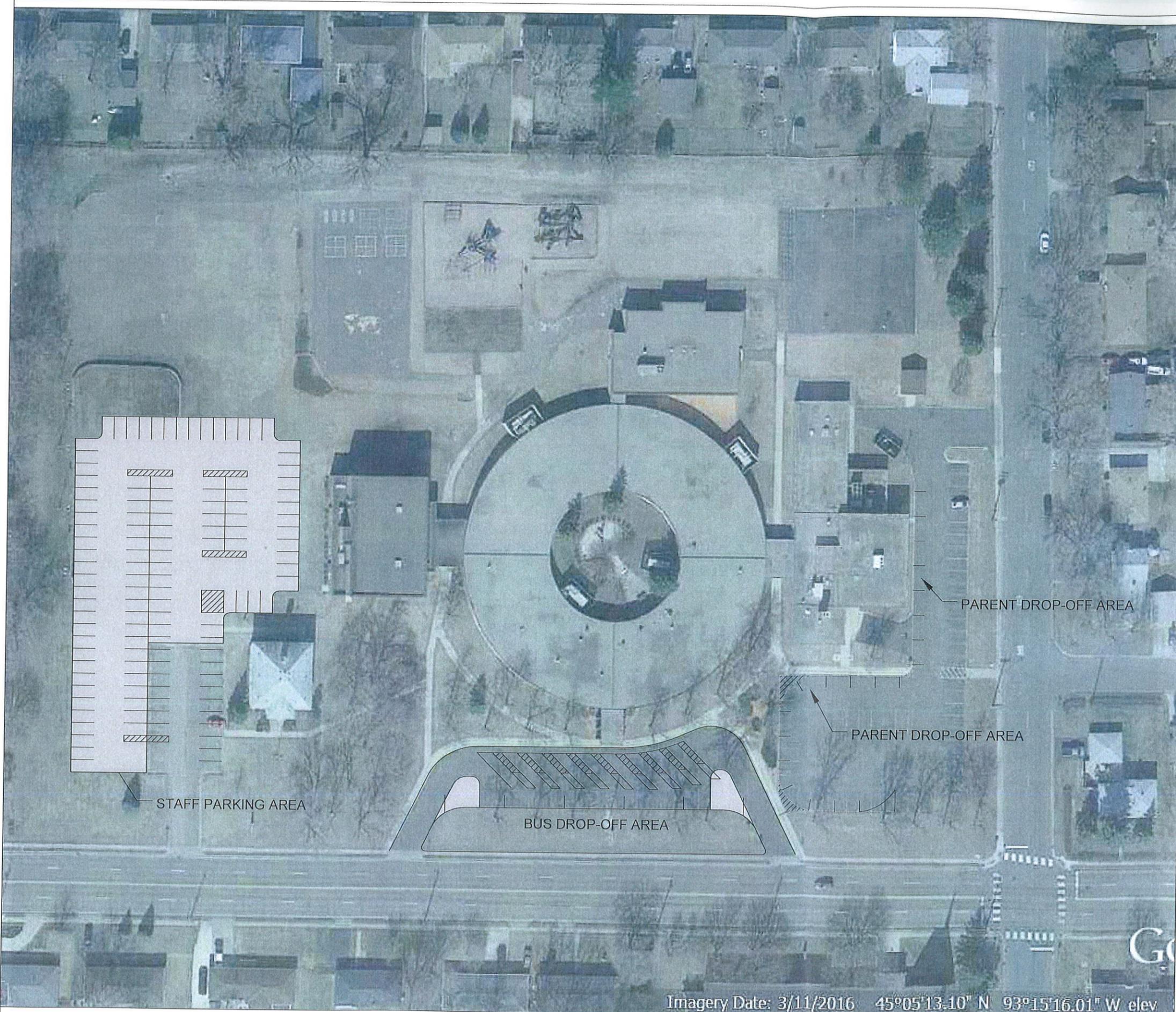
1. Improving academic achievement and ensuring high levels of school performance
2. Using instructional strategies recognized as most-effective within the field
3. Creating a positive, safe and respectful environment for student learning
4. Continuing to build financial stability in Fridley schools by planning and executing financial plans
5. Improving parent and school partnership

**School Board 3 Year Agenda  
2016-2019**

<b>School Board Roles</b>	<b>2016-17 SY - Year 1</b>	<b>Comments/Notes</b>	<b>Owner</b>
Engagement	Meet with legislators and local elected leaders		School Board and Leadership Team
	Continuously monitor new legislation – integration rule, funding parity (equity) etc.		Leadership Team
	Marketing district programs – MS-HS, K-early childhood		Director of Community Education and Director of Communications and Community Relations
	Engagement strategies to provide community access to K-12 curriculum		Director of Communications and Community Relations, Director of Educational Services, Director of Special Education

**SCHOOL BOARD PRIORITIES**

1. Improving academic achievement and ensuring high levels of school performance
2. Using instructional strategies recognized as most-effective within the field
3. Creating a positive, safe and respectful environment for student learning
4. Continuing to build financial stability in Fridley schools by planning and executing financial plans
5. Improving parent and school partnership



**SYMBOL LEGEND**

-  NEW BITUMINOUS PAVEMENT
-  NEW CONCRETE PAVEMENT

**LONG TERM IMPROVEMENT COSTS**

= \$300,800

**IMPROVEMENT DESCRIPTION**

- RESTRIPE EXISTING PARKING TO THE EAST TO INCREASE PARENT DROP OFF / PICK UP ZONES
- MODIFY FRONT ENTRANCE PARKING LOT TO INCREASE BUS DROP OFF / PICK UP SPACES FOR FUTURE INCREASES IN THE STUDENT POPULATION
- RECONSTRUCT HISTORICAL CENTER PARKING LOT TO INCREASE STANDARD PARKING STALL NUMBERS
- CONSTRUCT REQUIRED STORMWATER MANAGEMENT BMP'S

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**FRIDLEY PUBLIC SCHOOLS**  
 6000 WEST MOORE LAKE DRIVE  
 FRIDLEY, MN 55432

**2016 PAVEMENT & TRAFFIC EVALUATIONS**

I hereby certify that this plan, specifications or report was prepared by me or under my direct supervision and that I am a duly licensed Professional Engineer under the laws of the state of Minnesota.

Kirk R. Roessler, P.E.  
 Date: 10.12.16 Reg. No.: 20389

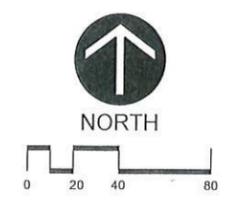
Rev.	Date	Description

Project #: 12166056.000  
 Drawn By: TJR  
 Checked By: GAB  
 Issue Date: 06.30.16

Sheet Title:  
**HAYES ELEMENTARY (LONG TERM)**

**C4**

Sheet



Imagery Date: 3/11/2016 45°05'13.10" N 93°15'16.01" W elev



**SYMBOL LEGEND**

-  NEW BITUMINOUS PAVEMENT
-  NEW CONCRETE PAVEMENT

**MAINTENANCE COSTS (EXISTING)**

= \$200,200

**LONG TERM IMPROVEMENT COSTS**

= \$104,000

**IMPROVEMENT DESCRIPTION (SHORT TERM)**

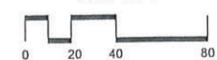
- CONTINUE TO FUNCTION AS-IS
- BUS AND PARENT TRAFFIC WILL CONTINUE TO UTILIZE MAIN PARKING LOT ADJACENT TO THE FRONT ENTRANCE

**IMPROVEMENT DESCRIPTION (LONG TERM)**

- CREATE PARENT DROP OFF / PICK UP ZONE ALONG NORTH SIDE OF BUILDING BY RELOCATING EXISTING PLAYGROUND AREAS AND EXTENDING PAVEMENT TO CREATE A DESIGNATED AREA
- PROVIDE SIGNAGE AT DRIVEWAY ENTRANCE / EXIT DISCOURAGING PARENTS FROM USING AREA AS A PICK UP AND DROP OFF ZONE
- CONTINUE USING FRONT ENTRANCE PARKING LOT AS BUS DROP OFF / PICK UP ZONE
- CONSTRUCT REQUIRED STORMWATER MANAGEMENT BMP'S



NORTH



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Client: **FRIDLEY PUBLIC SCHOOLS**  
 6000 WEST MOORE LAKE DRIVE  
 FRIDLEY, MN 55432

Project Title: **2016 PAVEMENT & TRAFFIC EVALUATIONS**

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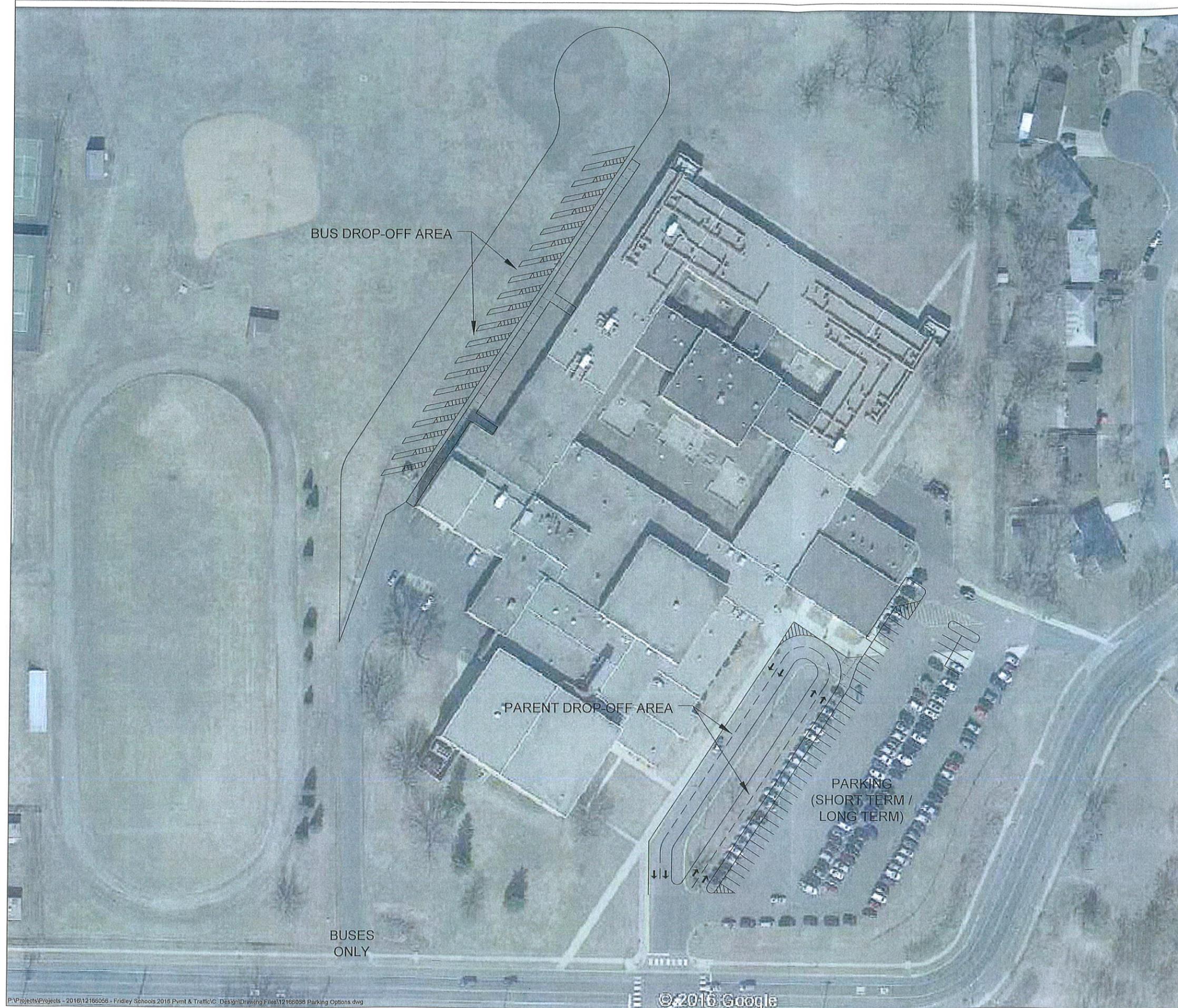
Kirk R. Roessler, P.E.  
 Date: 10.12.16 Reg. No.: 20389

Rev.	Date	Description

Project #: 12166056.000  
 Drawn By: TJR  
 Checked By: GAB  
 Issue Date: 05.30.16  
 Sheet Title:

R.L. STEVENSON

**C5**  
 Sheet:



**SYMBOL LEGEND**

-  NEW BITUMINOUS PAVEMENT
-  NEW CONCRETE PAVEMENT

**LONG TERM IMPROVEMENT COSTS**

FULL SITE = \$503,000

**IMPROVEMENT DESCRIPTION**

- RECONFIGURE FRONT ENTRANCE AREA TO PROVIDE A SAFE, INDEPENDENT PARENT DROP OFF AND PICK UP ZONE
- RESTRIPE EXISTING PARKING LOT TO MAXIMIZE PARENT PARKING STALLS
- CREATE A NEW BUS PICK UP AND DROP OFF ZONE ALONG THE WEST SIDE OF THE MIDDLE SCHOOL
- CONSTRUCT REQUIRED STORMWATER MANAGEMENT BMP'S

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**2016 PAVEMENT & TRAFFIC EVALUATIONS**

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Kirk R. Roessler, P.E.  
 Date: 10.12.16 Reg. No.: 20389

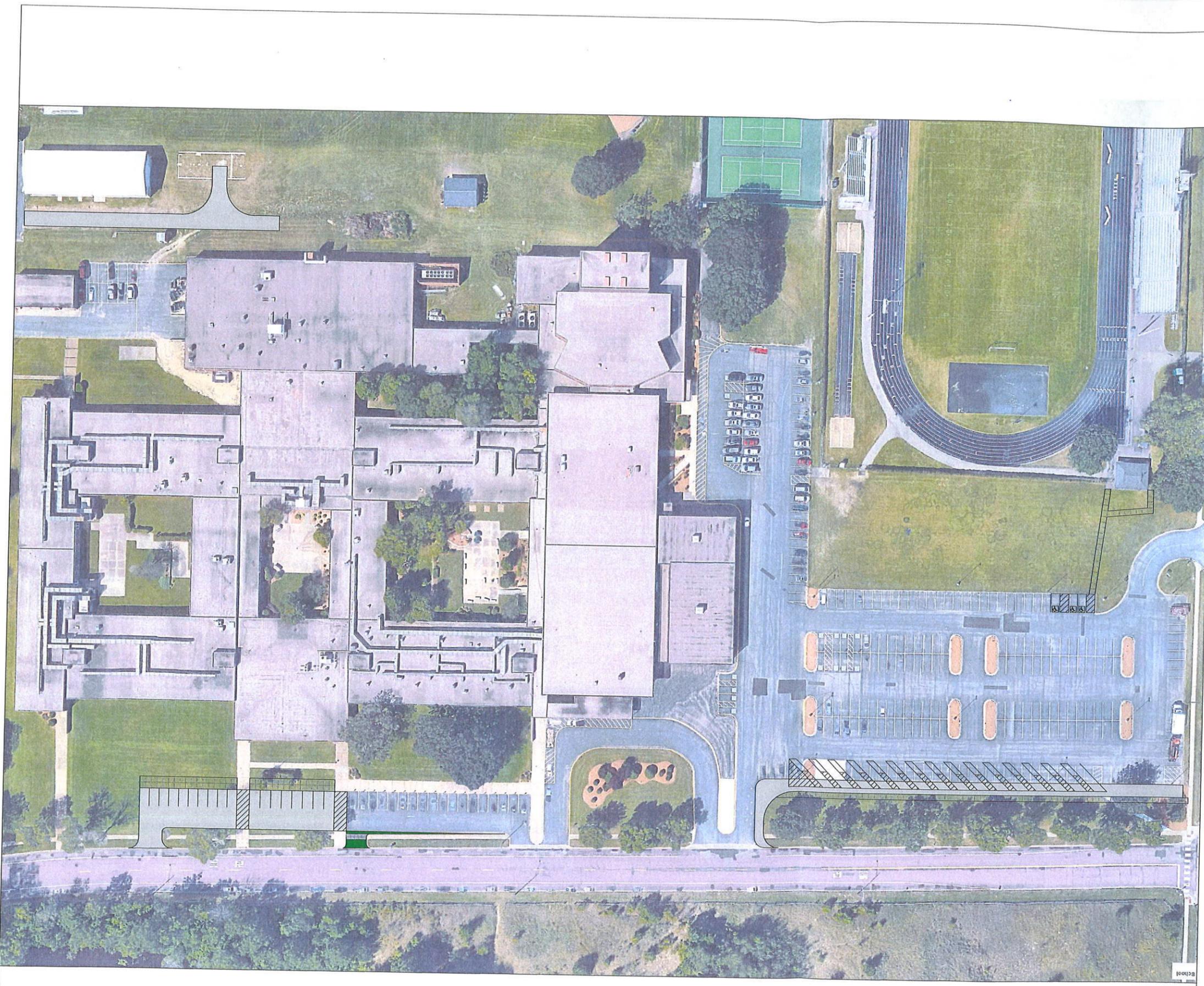
Rev.	Date	Description

Project #: 12166056.000  
 Drawn By: T.J.R.  
 Checked By: GAB  
 Issue Date: 06.30.16  
 Sheet Title:

MIDDLE SCHOOL (LONG TERM)

**C2**

Sheet:



**SYMBOL LEGEND**

-  NEW BITUMINOUS PAVEMENT
-  NEW CONCRETE PAVEMENT

**MAINTENANCE COSTS (EXISTING)**

= \$88,400

**OPTION NO 1 IMPROVEMENT COSTS**

= \$197,000

**IMPROVEMENT DESCRIPTION**

- PROVIDE 18 STANDARD PARKING STALLS LOCATED NEAR THE FRONT ENTRANCE
- MODIFY NORTH PARKING LOT TO INCREASE BUS DROP OFF / PICK UP SPACES FOR FUTURE INCREASES IN THE STUDENT POPULATION
- PROVIDE FIRE TRUCK ACCESS/TURN AROUND AREA IN THE SOUTHWEST CORNER OF THE SITE
- PROVIDE PEDESTRIAN ACCESS TO STADIUM FROM NORTH PARKING LOT AND ADD 3 ADDITIONAL HANDICAP PARKING STALLS
- CONSTRUCT REQUIRED STORMWATER MANAGEMENT BMP'S

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Client:

**2016 PAVEMENT & TRAFFIC EVALUATIONS**

Project Title:

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Kirk R. Roessler, P.E.  
 Date: 10.12.16 Reg. No.: 20389

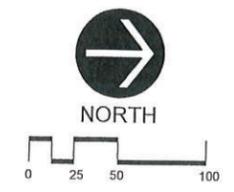
Rev.	Date	Description

Project #: 12166056.000  
 Drawn By: TJR  
 Checked By: GAB  
 Issue Date: 06.30.16  
 Sheet Title:

HIGH SCHOOL  
 OPTION 1

**C6**

Sheet:



## Federal American Indian Grant

Starting in 2017-18, we will no longer be in the collaboration with Spring Lake Park and Columbia Heights for American Indian Education. To continue with the EASIE grant for FY 18, we will have to register. Registration for 2017-18 is coming in early November and is open until mid-December. Once registered, EASIE will let us know when Part I - Student Count is due. By January, we would have to have our own parent advisory council established as they will be listed and in April sign off on the application.



November 4, 2016

Minnesota State colleges and universities and our partner school districts and high schools together deliver 84% of concurrent enrollment instruction within Minnesota. It is a vital service many of our campuses and secondary schools provide to students and communities across the state. We are committed to supporting high-quality concurrent enrollment opportunities for all Minnesota students, as it makes a college education more accessible and more affordable.

Last year, the Higher Learning Commission took steps to protect the quality of concurrent enrollment course offerings by clarifying its expectations of minimum faculty qualification standards. After this ruling, it was clear that an action plan was needed. Our college and university faculty and high school teachers have worked collaboratively to develop a plan of action to ensure Minnesota State can maintain high-quality, sustainable concurrent enrollment opportunities for Minnesota students and meet the Higher Learning Commission faculty qualification requirements.

Final details are still being developed and will be released in a few weeks. Please contact any one of us if you have questions.

Attached is a concurrent enrollment fact sheet developed by Minnesota State.

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Jim Grabowska, President  
Inter Faculty Organization  
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## **Ensuring Equitable Academic Outcomes Association of Metropolitan School Districts**

2017 Legislative Platform

DRAFT

*The stability of a republican form of government depending mainly upon the intelligence of the people, it is the duty of the legislature to establish a general and uniform system of public schools. The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state.* Article XIII; Section 1; **Constitution of the State of Minnesota**

Minnesota's future prosperity and ability to compete successfully in the global economy is directly tied to our success in graduating every student from high school ready for college or career. Attaining this goal will require bold leadership and resources not currently provided by the State.

### Current Reality

- Minnesota's education funding system does not provide adequate, equitable or reliable resources for our schools. The basic education formula would be \$550 per pupil higher today if it had simply kept pace with inflation since 2003. In fiscal year 2015, special education expenditures in Minnesota schools exceeded special education revenue by nearly \$600 million. The state share of the special education funding shortfall is almost \$275 million.
- Minnesota has significant racial disparities in employment, health care, home ownership and educational outcomes. State policymakers must acknowledge and address the historical inequities that have led to our unacceptable opportunity and achievement gaps.
- Federal and State standards for student performance and accountability are increasingly rigorous. At the same time, Minnesota students have more significant needs and challenges than ever before. The number of students eligible for English learner and special education services has risen significantly in recent years. The number of students living in poverty is at a record high and we have a growing number of homeless students. We must provide every one of these students the opportunities and resources they need to reach their full potential.

The AMSD Board of Directors has identified a series of recommendations to help Minnesota reclaim its place as a national leader in education by addressing its racial disparities, accelerating growth for students of color and other underperforming student groups; closing the achievement gap on all measures and ensuring equitable academic outcomes – high levels of achievement - for all students.

### Adequate, Equitable and Stable Funding

Adequate, equitable and stable funding is essential to ensuring equitable academic outcomes for our students. Toward that end, the Governor and Legislature should:

- **Increase the basic formula allowance and local optional revenue by at least 2.5 percent per year and index them to inflation;**
- **Increase special education funding to reduce the State share of the special education funding shortfall by 25 percent per year over the next four years;**
- **Allow locally-elected school board to renew an existing operating referendum.**

### Increase Taxpayer Equity

Property tax levies continue to play a critical role in funding education programs and facilities. However, these levies have widely varying impacts on local property taxpayers depending on the property wealth of the school district. These disparities should be addressed in the Omnibus Tax Bill. Specifically, the Governor and Legislature should:

- **Increase equalization of the operating referendum, debt service and local optional levies to reduce taxpayer and education funding disparities.**

### Enhance Educational Equity

We must strive to have every student graduate from high school ready for career and college. Toward that end, the Governor and Legislature should:

- **Increase funding for the English learner program to close the achievement gap and eliminate the funding shortfall;**
- **Expand programs and incentives to attract, develop and retain teachers, particularly teachers of color and teachers in shortage areas;**
- **Invest in the Extended Time and Compensatory Revenue Programs so school districts can help struggling students succeed;**
- **Replace the high school MCA exams with a college entrance exam to reduce standardized testing and help all students graduate from high school ready for college or career;**
- **Ensure all students have the opportunity to take rigorous, college preparatory classes and dual credit courses to earn college credit;**
- **Increase access to school-based pre-kindergarten programs and fully fund all required program components including adopting the recommendation of the School Facilities Financing Working Group to establish a new school facilities improvement revenue program to allow school districts to remodel existing space and add instructional space.**

### Enhance Local Control to Encourage Innovation

One size fits all mandates stifle innovation and creativity and consume staff time and resources. Locally elected school boards are in the best position to work with their students, staff, parents and communities to address local needs and challenges. Specifically, the Governor and Legislature should:

- **Refrain from enacting any new unfunded mandates;**
- **Expand the innovation zone law to allow school districts to try new instructional models, personalize student learning and increase collaboration with post-secondary institutions and businesses;**
- **Allow locally-elected school boards to establish the school calendar that best meets the needs of their students and families.**

DRAFT



## Concurrent Enrollment Facts

### Our Commitment

- Minnesota State is committed to supporting high quality, sustainable concurrent enrollment opportunities for **all** Minnesota students, as it makes a college education more accessible, more affordable, and decreases time to degree completion.
- The Minnesota State colleges and universities that offer concurrent enrollment programs have established local advisory boards throughout the state that provide feedback and advice on concurrent enrollment issues and practices and serve as liaisons to other K-12 partners, advocacy groups and communities.

### Current Issues

- In response to the Higher Learning Commission's 2015 clarifications regarding faculty qualification standards, Minnesota State completed a review of the credentials of concurrent enrollment instructors and have established the scope and areas of credentialing needs statewide.
- The Higher Learning Commission allows for the use of experiences outside the classroom in real world situations, known as tested experience, to qualify faculty members to meet qualifications requirements. Minnesota State will be clarifying the tested experience approach during this academic year.
- Minnesota State is preparing one application on behalf of all Minnesota State colleges and universities to request a five year extension for all Minnesota State campuses of the September 1, 2017 compliance timeline.
- In order to cover the direct costs of supporting and sustaining high quality programs that are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), Minnesota State developed a uniform pricing structure for university programs and a uniform pricing structure for colleges. The phase-in of the new pricing structures will not begin until fiscal year 2018 and colleges and universities will incrementally implement change over the next three to five years.

## Next Steps

- Concurrent enrollment advisory boards are meeting this fall and throughout the year and will discuss the Higher Learning Commission's faculty qualifications requirements, tested experience, and the Minnesota State roll-out of the pricing structure needed to cover direct costs of the program. Advisory board discussions will help shape how Minnesota State and our K-12 partners will work together to ensure faculty qualifications meet the Higher Learning Commission's requirements, and how tested experience and the pricing structures will be approached. These topic items will be finalized this academic year.
- Minnesota State universities are designing graduate coursework and graduate programs that will provide for discipline-specific content that current and new or potential concurrent enrollment instructors need to meet the Higher Learning Commission's requirements and will offer them in formats that meet the needs of working professionals across the state (online, cohorts, summer, etc.).
- The Minnesota School Board Association, Minnesota Association of Secondary Administrators, Minnesota Association of Secondary School Principals, Association of Metropolitan School Districts, and Minnesota Rural Educators Association have submitted a joint letter to the Higher Learning Commission supporting the Minnesota State application to extend the compliance deadline until 2022.
- If the Higher Learning Commission's extension is granted, colleges and universities will be notified of their extension timelines that will allow up to an additional five years (to 2022) by which current and any new concurrent enrollment instructors must meet the minimum faculty qualifications standards.

## Get Involved

All constituents are welcome to offer ideas and concerns through the local concurrent enrollment advisory board discussions. To engage with the process, contact the [concurrent enrollment program director](#) of your local Minnesota State college or university.

## TALKING POINTS - 1

### 1. Can the *Cruz-Guzman et. al. v. State of Minnesota et. al.* litigation impact suburban metropolitan schools?

Yes. If the court finds that “de facto” segregation is unconstitutional, there is no question that suburban metropolitan schools will be impacted. This would probably lead to some level of court-ordered busing and there is a realistic threat for a judicial order creating a single metropolitan school district. If that occurs, suburban metropolitan school districts will be compelled to divert millions of dollars to the process.

### 2. Can Courts order the creation of a single metropolitan school district?

Yes. In one instance, a federal court ordered creation of a single metropolitan school district in Louisville, Kentucky. However, more recent decisions, the U.S. Supreme Court has precluded that remedy so the advocates of single metropolitan school districts have shifted to state courts where the precedence is less clear.

In *Sheff v. O’Neill* the State of Connecticut was ordered to eliminate “de facto” segregated schools, which are segregated principally by where people choose to live. To date, according to one article, the initiative to desegregate the “de facto” segregation of the schools has cost the tax payers of Connecticut upwards of \$2 billion. And, despite the cost, there is virtually no evidence that their initiatives – the implementation of a magnet schools program – have remedied the overall “de facto” segregation issues in Connecticut.

Where “de facto” schools are found unconstitutional, this dynamic has resulted in a perpetual cycle of court orders and modifications over the past 20 years. Most recently, the Court has ordered the Legislature to fix this problem. Their decision is still pending but more litigation is likely.

### 3. How would suburban metropolitan school districts be impacted?

Minnesota is the second state to face such a state constitutional challenge. Many of the more traditional proposed remedies have been attempted in the metropolitan area – including magnet schools and busing initiatives – without any measurable success at least as far as the advocates are concerned. And, as set forth above, despite the significant cost, the programs in Connecticut have not demonstrated much success. Although they do not explicitly call for a remedy in their pleadings, the *Cruz-Guzman* plaintiffs and their advocates have made it clear that a single district is one of their goals.

So it appears the plaintiffs in *Cruz-Guzman* are using the roadmap created through the *Sheff* litigation to initiate a more far-reaching remedy to reduce the prospect of majority families moving further outside of the Minneapolis / St. Paul metropolitan area such that they are not impacted by a judicially-imposed remedy. So, although metropolitan schools were not named parties, they will undoubtedly be significantly impacted by any settlement or adverse judicial order. Charter schools have intervened and are now parties in this significant litigation.

#### **4. What options to suburban metropolitan school districts have, and what are the implications for each option?**

The respective suburban metropolitan school districts have three primary options:

1. Take no action: The districts can choose to do nothing and wait and see what happens. While this may be the most cost-effective option, school districts that do nothing will have no say in what happens, so they will be forced to live with the consequences and implications of any outcome that results from the lawsuit, through settlement or judicial order.
2. Monitor: Another option is to monitor, and if necessary, to file an amicus brief in the appellate courts if there is an adverse court decision. The advantage of this option is reduced cost and reduced exposure to adverse publicity (see question 6 below). The disadvantage is that the district(s) would not be able to participate in any settlement (most lawsuits settle, so the districts that have not intervened would have no say in the terms of the settlement)), nor would they be able to develop their own record (they would not be able to submit their own evidence, call their own witnesses, etc.).
3. Intervention: The metropolitan school districts can petition the court to intervene in the lawsuit. This option would allow the respective intervening districts to (1) prepare their own defense to the litigation (i.e., defending certain rights of the districts that may not otherwise be defended by the named defendants in the case), and (2) have a say in what agreed-upon remedies there are through settlement discussions.

Ultimately, the nature, extent and timing of intervention impacts the amount of say the respective district has in the outcome.

#### **5. What is the cost for the various options?**

Cost is difficult to determine at this juncture. However, based on the cost of the successful intervention in the school finance case years ago – which was \$1.5 million dollars, paid over a 3 year period – we estimate the total cost of intervention to be approximately the same. More specifically, the estimated attorneys' fees for an intervention would break down approximately as follows: \$500,000 if settled before trial; additional \$750,000 through trial; and another \$250,000 for appeals. This can be paid over the course of the litigation and would be split among the participating intervening

districts. The estimated cost would be significantly less if the districts decide to monitor the litigation and file an amicus brief.

In any case, the expense of proactive measures such as intervention would be a small fraction of what metropolitan districts would spend if “de facto” segregation is found to be unconstitutional and the districts are forced to accept judicial oversight in the organization or operation of schools without the districts’ input (e.g., the remedies in the *Sheff* litigation have cost an estimated \$2 billion to date).

**6. Are there any negative implications to intervention?**

There is a strong risk of adverse publicity as advocates will undoubtedly claim that the intervening districts oppose desegregation.

To counter the prospect of adverse publicity, the respective intervening districts would enter the litigation through a Joint Powers Agreement, which would allow the respective districts some degree of insulation from this publicity by not being specifically names / identified at the outset. In addition, as a proactive approach, it would be advisable that the intervening districts meet to develop a series of strategies to improve the quality of schools which are “de facto” segregated. In any case, if the decision is made to participate in some manner the districts should develop a press release emphasizing their position on the case (i.e., the value of local autonomy and the cost of judicial oversight), and to also articulate our proposed program(s) to address the challenge of “de facto” segregation vis-à-vis poor performing schools.

September 20, 2016

Greetings Metro/AMSD Superintendents,

The Twin Cities Metropolitan region consists of more than 50 school districts. We know that our collective voice matters, and decision makers take notice of our advocacy efforts.

Addressing the persistent achievement gaps between students of color and white students is a priority in all of our districts. We shudder to think that the state of Minnesota is often cited for having some of the largest achievement gaps in the country. Through community dialogue, innovative programming and community/business partnerships, our districts continue to implement plans for increased achievement for all students and accelerated growth for our historically under-performing students.

Last year, the *Cruz-Guzman vs. the State of Minnesota* lawsuit was filed claiming the state of Minnesota is failing to provide an adequate education for all students based on allowing segregated schools to form throughout the Metro region. The suit seeks a Metro-wide solution to school attendance boundaries that have resulted in segregation by student race and socioeconomic status.

Each of our school districts has unique demographics and characteristics. The final ruling of the Cruz-Guzman lawsuit may dictate how we approach equity, attendance boundaries and our efforts to close achievement gaps. One remedy imposed by the courts may be the creation of a single Metro school district, thus removing our locally elected boards and districts.

Last spring, a group of superintendents convened to begin a dialogue about the Cruz-Guzman lawsuit and how it might impact our districts. A smaller leadership group met throughout the summer to plan how a representative superintendents group might respond to the charges in the lawsuit. By bringing together our collective voices, the group drafted the following statement of purpose:

*To ensure the constitutionally guaranteed right to an adequate education of all students by creating a comprehensive collective action plan to address integration, access, opportunity, and educational achievement.*

We are asking you to consider entering into this Metro-wide partnership and develop solutions to problems that have been plaguing our state and communities for far too long. To that end, we have drafted a "Request For Proposal to solicit the services of an expert or organization who will guide our work. The consultant selected will work on behalf of all participating districts and communities.

The consultant will propose community and cultural groups to convene and will facilitate discussions with the groups to collect ideas and expectations about educational equity, integration, and student achievement. After convening the groups, the consultant will organize, analyze, synthesize, and present data collected from the community groups. In addition, the consultant will recommend the main themes from the groups that will be used to develop policy. Finally, the consultant will facilitate the writing of the plan or policy with guidance from the superintendents. Through all aspects of the project, the consultant will be the key communicator of the work.

As superintendents, we are asking you to respond with your level of interest in participating in this partnership. Your level of interest will help determine how the consultant fees will be split among districts. We will propose a fee structure similar to AMSD with a fixed fee, a variable fee (based on enrollment), with a maximum amount.

Our next step is to submit the RFP for solicitation. We are asking you to state your interest so that we can determine how the costs of services can be split. At this stage, your interest is in sending the RFP so we can determine who is interested in leading this work on our behalf.

Our collective will to be leaders in this conversation to close achievement gaps and build an equitable school system is critically important. Please respond with your interest to Dr. John Schultz at [john.schultz@hopkinsschools.org](mailto:john.schultz@hopkinsschools.org) by October 4, 2016.

Respectfully Submitted,

A Minneapolis-St. Paul Area Schools Superintendent Leadership Team

Nancy Allen-Mastro  
Superintendent  
West St. Paul Public Schools

David Law  
Superintendent  
Anoka Public Schools

Paul Cady  
Legal Counsel  
Anoka Public Schools

Nik Lightfoot  
Assistant Superintendent  
Hopkins Public Schools

Scott Croonquist  
Executive Director  
Association of Metropolitan School Districts

Dennis Peterson  
Superintendent  
Minnetonka Public Schools

Ric Dressen  
Superintendent  
Edina Public Schools

John Schultz  
Superintendent  
Hopkins Public Schools

Joseph Gothard  
Superintendent  
Burnsville Public Schools

Katie Stennes  
Superintendent Intern  
Hopkins Public Schools

Carlton Jenkins  
Superintendent  
Robbinsdale Public Schools

**Districts Partnering in Addressing Equity and Integration**

**Anoka-Hennepin School District**

Belle Plain Public Schools

Bloomington Public Schools

**Brooklyn Center Community Schools**-*Brooklyn Center Community Schools will contribute financially to the next part of the conversation only if we have a second decision-making point after the proposal is drafted which will allow us to sign on or not.*

**Burnsville-Eagan-Savage School District 191**

Centennial School District

Columbia Heights Public Schools

**Eastern Carver County Schools**

**Eden Prairie Schools**

**Edina Public Schools**

Elk River Area School District

Equity Alliance MN

Farmington Area Public Schools

**Forest Lake Area Schools**-*We are committed to supporting and participating in equity conversations. We are not able to commit funds at this time. However, keep us on the list and that may change. Thank you for your leadership in this work.*

Fridley Public Schools

Hastings

**Hopkins Public Schools**

**Inver Grove Heights Community Schools**

Jordan Public Schools

**Lakeville Area Public Schools**

**Mahtomedi Public Schools**

**Minneapolis Public Schools**

**Mnetonka Public Schools**

**Mounds View Public Schools**

New Prague Area Schools

North St. Paul-Maplewood-Oakdale School District

**Northwest Suburban Integration District**

Orono Schools

**Osseo Area Schools**

Prior Lake-Savage Area Schools

Randolph

**Richfield Public Schools**-*We are committed to supporting, participating and providing a strong voice to any and all equity conversations. We hope to be at the table.*

*We are not in a place to commit funds at this time to a consultant. The financial component may change for us as the conversation continues to evolve.*

**Robbinsdale Area Schools**

Rochester Public Schools

Rockford Area Schools

**Rosemount-Apple Valley-Eagan Public Schools**

**Roseville Area Schools**

**Shakopee Public Schools**

**South St. Paul Public Schools**

South Washington County Schools

**Spring Lake Park Schools**

**St. Anthony-New Brighton Independent School District**

St. Cloud Area School District 742

St. Francis

**St. Louis Park Public Schools**

**St. Paul Public Schools**

**Stillwater Area Public Schools**

TIES

Waconia Public Schools

Watertown-Mayer Public Schools

**Wayzata Public Schools**

**West Metro Education Program**

**West St. Paul-Mendota Heights-Eagan School District**

Westonka Public Schools

**White Bear Lake Area Schools-** *White Bear Lake is willing to commit to the work, but will not be able to commit funds at this time.*



- Northeast Metro 916 provides many opportunities to learn about the programs, students and staff through reports and presentations. However, nothing can replace the experience of seeing the work of students and staff in action and to hear synchronously both the successes and challenges they face on a day-to-day basis.
- We want to help member district central school leaders (school board members and superintendents) develop a voice for the student needs in programs that don't always receive very much positive public attention.
- Northeast Metro 916 administrators will establish program visits to provide school board members and member superintendents the opportunity to visit programs that are in the same or similar geographic regions of the district.
- We encourage both new and veteran school leaders to participate.
- **Confirmation for attendance is requested** so the program managers can have sufficient time to plan their time.
- Thank you for the time you are able to give to continue to learn about the services provided to member districts.

**TUESDAY, NOVEMBER 29 – 9:00 - 10:00 a.m.**

Karner Blue Education Center – 3764 95<sup>th</sup> Avenue NE, Circle Pines

Karner Blue Education Center was designed to address the specific needs of K-8 students with Autism, emotional and behavioral disorders, and cognitive disabilities. The environmental supports provided by the building design create a controlled space for students in which to learn, play, and relax. The focus on nature provides a calming atmosphere, and educational philosophies tied to nature and place build student's connections to their world. Karner Blue Education Center utilizes the Compassionate School model, which supports both physical and emotional health by helping students build relationships, self-regulate and achieve success in both academic and non-academic areas.

**Please RSVP to Linda Zahradka at 651-415-5657 or [linda.zahradka@nemetro.k12.mn.us](mailto:linda.zahradka@nemetro.k12.mn.us)**

# IB Magnet Program Developmental Checklist

School Stevenson Elementary  
 Evaluation: October 5, 2016  
 School or Site Team Member:

Date of

*Use the Performance Review Rubric to identify the level of performance for each of the expectations listed. The rating scale from 1 – 4, is indicated on the Performance Review Rubric. Evidence for the score should be cited under **Comments** in each box. If applicable you may cite the source from the list of “possible supporting documents” is available on site.*

**School/Site Team Members: Melissa Jordan, NWSISD Director, Lauren Hildebrand, IB Consultant, Mary Alberts, Educational Consultant**

<b>Section A: Philosophy</b>		
<p><b>A1 Student participation in rigorous courses of study, specialized programs, and/or activities is consistently representative of the overall student demographics.</b></p> <p><i>(Standard A- Question 4. The MYP is intended to be an inclusive programme for all students. Does the school involve the full cohort of students in every year that the MYP is offered?)</i>            or  <i>(Standard A- Question 4. What strategies has the school implemented to encourage a higher degree of student participation in the Diploma Programme?)</i></p>	School Team 3.5	Eval Team 4

School Team Comments:

- All of our students are PYP students. We have made changes in our schedule so ALL students have access to our Units of Inquiry coursework. This includes our EL students and our SpEd students. We hold high expectations for all students to make a year or more of growth and offer enrichment activities as well as clubs to challenge students.
- Afterschool programs include Art Club, Minecraft, Computer Coding, Crazy 8 Math, and 4th Grade Robotics. In addition, we have Parks and Recreation offering crafts and fitness activities.

NWS Evaluation Team Comments:

The team commends your staff in providing rigorous course work that works for all students. We applaud you for making sure that no new teaching takes place while some children are leaving the room for other services.

<p><b>A2 Students and families understand and can articulate how the IB school differs from a traditional school.</b></p> <p><i>(Standard A- PYP Question 4, MYP and DP Question 5. Include a brief summary of the perceptions of the parent community regarding the implementation of the programme at the school and its impact on their children.)</i></p> <p>and</p> <p><i>(Standard A- PYP Question 5, MYP and DP Question 6. Include a brief summary of the perception of the students regarding the implementation of the programme and its impact on them. Include the perceptions of students who have completed the programme in the school has had the opportunity of involving them in the process.)</i></p>	<p>School Team</p> <p>3</p>	<p>Eval Team</p> <p>3</p>
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School Team Comments:

- We emphasize our focus on inquiry-based, conceptual, hands-on learning with our families in support of our PYP framework. Our school-wide language on the character traits we grow are all founded on the IB Learner Profile and PYP Attitudes. In 4th grade, the Exhibition is a culminating project reflecting a PYP education.
- We know we can make growth in this area as we continuously want to increase our communication with families.

NWS Evaluation Team Comments:

The team evidenced students and parents that had a good understanding of how IB schools differ from a traditional school. Parents and students were very happy to be attending Stevenson Elementary. Parents mentioned that the *amount* of information seemed adequate; there may be ways to build on clarity for challenging topics through standard or alternative communications.

<p><b>A3 Staff clearly understands and can articulate the uniqueness of the IB programme and school.</b></p> <p><i>(Standard A– PYP Question 6.3 rating, and MYP and DP Question 7.3 rating. The school community demonstrates an understanding of, and commitment to, the programme(s).)</i></p>	<p>School Team</p> <p>4</p>	<p>Eval Team</p> <p>4</p>
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School Team Comments:

- Our PYP practices are part of what we do, we do not separate out what is IB. All of our new teachers receive three days of IB training prior to the school year.
- All of our teachers participate in official IB training during the first two years of their time in our school.
- We are highly collaborative and this has become part of our school norms.
- The IB framework helps us balance academics and character development. We work to develop inquiring, knowledgeable, and caring young people who will help create a better world through their actions.

NWS Evaluation Team Comments:

The team commends the staff on being able to articulate how and why IB programming differs from non-IB schools. The staff shared how they meet with specialists and communicate with them on any changes being made to the lesson/unit.

<b>Section B: Organization</b>		
<b>Standard B1: Leadership and structure</b>		
<b>B1 The principal participates in and/or leads professional development and monitors/evaluates professional development activities for impact on teacher practice and student achievement.</b>	School Team 4	Eval Team 4
<i>(Standard B1– PYP and DP Question 6.3 rating, MYP Question 8.3 rating. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).)</i>		

School Team Comments:

- Our school Principal takes leadership in professional development and is part of the planning and delivery when appropriate.

NWS Evaluation Team Comments:

The team commends the role the principal plays in providing leadership in professional development and making sure that PD has an impact on teacher practice and student achievement. The PD plan is well laid out and teachers spoke highly of the plan and its effects.

## Section B: Organization

### Standard B2: Resources and support

**B2.a Collaboration between classroom and/or content area teachers, special education, ELL, Title I, etc. is scheduled and planned for by the building and/or district.**

*(Standard B2- Question 3. Identify types and objectives of pedagogical team leadership meetings, giving details of participants and frequency.)*

School Team

3

Eval Team

3

#### School Team Comments:

- Small group collaborative sessions are on our staff development calendar for collaboration between our Specialists and our grade level teams to share connections on the thematic units.
- Every Thursday morning is set aside for collaboration between teachers on the same grade level team and this may include EL, Title, and SpEd. Many of our EL teachers and some of SpEd teachers also meet weekly with grade level partners.
- Increasing Special Ed collaboration is an area of growth for us.

#### NWS Evaluation Team Comments:

The team commends the school for providing time for collaboration for all teachers. This was evidenced through conversation with teachers where they shared that they all participate and meet together.

<p><b>B2.b ELL, Special Education, and Title 1 teachers work collaboratively during curriculum writing and teaching.</b></p> <p><i>(Standard B2- PYP and MYP Question 5:8 rating, DP Question 6:8 rating. The school provides support for its students with learning and/or special educational needs and support for their teachers.)</i></p>	<p>School Team</p> <p>3.5</p>	<p>Eval Team</p> <p>3</p>
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School Team Comments:

- EL teachers join curriculum writing sessions and collaborate with teachers as schedules allow. Our Title I teachers exclusively teach reading interventions.
- More collaborative work with our SpEd teachers is a growth area for us. There are many conflicts with IEP meetings and Child Study which takes priority.

NWS Evaluation Team Comments:

The team commends the staff in collaborating with SpEd, EL and Title 1 teachers when schedules allow. The team evidenced collaboration happening with the EL teacher and classroom teacher in Grades 1 and 2 where co-teaching is happening.

<p><b>B2.c There is a timeline and plan that incorporates the required IB-recognized professional development annually for each staff member.</b></p> <p><i>(Standard B2- PYP and MYP Question 5:3 rating, DP Question 6:3 rating. The school ensures that teachers and administrators receive IB-recognized professional development.)</i></p>	<p>School Team</p> <p>4</p>	<p>Eval Team</p> <p>4</p>
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School Team Comments:

- All teachers are provided with the staff development sessions throughout the year which include PYP specific small group sessions and trainings that all support the PYP philosophy.
- All teachers receive official IB training within their first two years of teaching at Stevenson.
- Individual teachers seeking additional training are sent to trainings as requests are approved. We are currently working on sending more of our veteran teachers to additional trainings.

NWS Evaluation Team Comments:

The team commends the school for providing ongoing IB professional development. The PD plan is in place for the year. The team also evidenced that the school has a mentoring program to welcome new teachers and provide the additional PD needed as a new teacher.

<p><b>SKIP B2.d Teachers collaborate on developing common units with lessons that contain enduring understandings, essential questions, and common assessments.</b></p>	<p>School Team N/A</p>	<p>Eval Team</p>
<p><i>(Standard B2- PYP and MYP Question 5:4 rating, DP Question 6:4 rating. The school provides dedicated time for teachers' collaborative planning and reflection.)</i></p>		

**School Team Comments:**

- **SECONDARY ONLY STANDARD**

NWS Evaluation Team Comments:

<p><b>B2.e The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).</b></p>	<p>School Team 4</p>	<p>Eval Team 4</p>
<p><i>(Standard B2- PYP and MYP Question 5:5 rating, DP Question 6:5 rating. The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).)</i></p>		

School Team Comments:

- Over the last few years we have significantly increased our technology, have had wireless and equipment updates, and purchased new teaching resources to support our programme. Technology is embedded into every classroom.
- Our 4th grade classrooms are one-to-one, our 2nd and 3rd grade classrooms are two-to-one, and our K and 1 classrooms have about eight devices per classroom.

NWS Evaluation Team Comments:

The team commends the staff on creating an environment that is welcoming, encourages learning, and develops independent learners. This was evidenced through classroom observations as we walked into classrooms where the setting encouraged collaboration among students. We were able to see many

postings that stated IB attributes and concepts. We also observed computers being used in the classroom by teachers and students.

<p><b>B2.f The school utilizes the resources and expertise of the community to enhance learning within the programme(s).</b></p> <p><i>(Standard B2- PYP and MYP Question 5:11 rating, DP Question 6:11 rating. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).)</i></p>	<p>School Team</p> <p>4</p>	<p>Eval Team</p> <p>4</p>
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School Team Comments:

- We have partnerships with our local Lions Club, Fridley Kiwanis Organization, Medtronic, individual community members, and parents. These additional resources enhance our programs.
- We have also partnered with an instructor at the U of M to provide inquiry-based staff development on Number Talks and have partnered with Springbrook to provide instruction and hands-on learning to our students through fieldtrips and classroom visits.

NWS Evaluation Team Comments:

The team commends the school on developing partnerships with businesses, community organizations, and with the University of MN. The partnerships listed are evidenced to be long-term and on-going. They are not a one and done partnership.

<p><b>B2.g Teachers utilize digital technology for collaboration, delivery of content, innovative instructional practices, curriculum mapping, reflection, assessments, monitoring student progress, and communication.</b></p>	<p>School Team</p> <p>4</p>	<p>Eval Team</p> <p>4</p>
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School Team Comments:

- All teachers use digital technology to deliver content. There are more and more innovative strategies being practiced to engage students.
- We write, reflect, and document all of our units of inquiry and some stand-alone units on Atlas Curriculum Mapping.
- We are using e-portfolios as a whole school to increase communication with parents, see growth, and share progress.
- Some teachers connect with other teachers through teacher blogs, TIES, and connections made through workshops with other teachers, as well as content-area professional organizations.
- Our 1st grade team is using Seesaw to communicate, share student work and activities.
- Some teachers use Google Sites to provide resources and interactive activities for students.

NWS Evaluation Team Comments:

The team commends the staff for their use of digital technology for instruction, reflection on their maps, providing e-portfolios, and a tool for connecting with parents and other teachers.

<b>B2.h Professional development is evaluated by staff for evidence of impact on teaching practice and student engagement.</b>	School Team 2.5	Eval Team 3
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School Team Comments:

- Professional development is differentiated for staff so time is valued and sessions are meaningful.
- Each year we have staff evaluate the content of our professional development and make recommendations for the next year. We also meet monthly with representatives of each team/department to discuss the needs of the staff.
- Admin, our Instructional Coach, and PYP Coordinator observe practices in the classroom.

NWS Evaluation Team Comments:

The team commends the school for providing differentiated PD and for getting feedback from staff to determine what is needed. The team had two questions: Do teachers see that they need a more regular routine for gathering feedback on PD? Are they looking for more of a formal observation to get feedback on what is happening in the classroom? Are there opportunities for school staff to demonstrate or share with their colleagues how they are implementing what they are learning as it relates to student engagement?

<b>B2.i Professional development and training includes information and strategies for meeting the needs of a diverse population and communicating with diverse families.</b>	School Team 3	Eval Team 4
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School Team Comments:

- Our trainings include strategies to differentiate instruction based on the academic needs of students as well as on meeting social-emotional needs and building a positive school culture.
- We have a team of teachers who are receiving training from Sharroky Hollie and Clay Cook on Culturally Responsive Teaching and strategies to build a positive school culture. We will be bringing these strategies back to the entire staff through staff development. Clay Cook will be working with our district for the next 5 year. Sharroky Hollie will be working with staff this year and on a larger scale next year.

- We have a Child Study team that meets weekly to discuss students of concern and strategies to meet needs.
- We also have a parent liaison who works with staff, students, and families.
- Our PBIS team works to promote a positive school culture growing the IB learner profile and the PYP attitudes through school-wide lessons, celebrations, restorative conversation, and school-wide systems.

NWS Evaluation Team Comments:

The team commends the staff for providing PD to address the needs of all students and for addressing any parental concerns that arise. Does staff demonstrate strategies for each other?

<b>B2.j Programs and resources are available for parents that promote and support parental involvement in their child’s education. Feedback is gathered from parents and used to assist in planning family and community involvement activities.</b>	School Team 3	Eval Team 4
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School Team Comments:

- We have a number of strategies to engage parents including; Orientation Night, Open House, conferences, Family Fun Night, BINGO, Festival of Nations, our school carnival, individual classroom events such as Reader’s Theatre, Ice Cream in the Park, meeting at the library, Exhibition, Animal Reports, etc. We have also had programs such as Bedtime Math and K Literacy Nights. All of these opportunities serve a purpose of academic engagement, relationship building, tools for parenting, or opportunities for their child.
- Our school counselor has also offered specific parenting classes and our parent liaison plans to be a part of this this year. We feel we could do more of this.
- Last year we surveyed families to ask what benefits they have seen in their children from being at Stevenson and what more they need. We recognize getting more feedback is an area of growth.
- Our district hosts a Resource Fair which provides supplies, haircuts, and other services to students.
- We get feedback from PTO and this year they have requested to meet with each team.

NWS Evaluation Team Comments:

The team applauds the school for their work in providing opportunities for parent involvement in their child’s learning. The team evidenced this through parent interviews and teacher interviews. A comment

was made that the principal will go and pick up students and parents for different events. Congratulations for having such a welcoming and responsive school.

<b>B2.k Participation in family events by underrepresented families is consistently representative of the overall student demographics.</b>	School Team 3.5	Eval Team 4
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School Team Comments:

- Our BINGO night and the school carnival are the most popular, but we also have had great turnout at our academic Family Fun Night, at Bedtime Math, and we get 100% of families to attend conferences even if it means a home visit. We do see offering food as a big attraction in getting families in.
- Festival of Nations is an evening where we celebrate our students and our families.
- We would love to have more volunteers.

NWS Evaluation Team Comments:

The team commends the staff for providing opportunities for parents to participate in events and conferences. We heard from parents that they are able to be involved as much as they want. Sometimes they feel maybe “a simple ask” would get more parents involved.

<b>Section C: Curriculum</b>		
<b>Standard C1: Collaborative planning</b>		
<b>C1.a Teachers collaborate in planning, reflecting on, evaluating, and adjusting units based on student achievement.</b>  <i>(Standard C1 – PYP Question 1c4 rating, MYP and DP Question 1:4. Collaborative planning and reflection ensures that all teachers have an overview of students’ learning experiences.)</i> and <i>(Standard C- PYP Question 1c5 rating, MYP and DP Question 1:5. Collaborative planning and reflection is based on agreed expectations for student learning. )</i>	School Team 4	Eval Team 4

School Team Comments:

- We have a collaborative meeting to reflect and evaluate each unit of inquiry based on assessment results and teacher observations. If major adjustments or changes are needed teachers meet collaboratively during release time or over the summer to make improvements.
- Teachers informally collaborate daily and formally meet each week to plan in all content areas. We are a highly collaborative school.

NWS Evaluation Team Comments:

The team commends the school for providing time for teachers to collaborate. This was evidenced when talking with teachers that they evaluate units, make changes and work on maintaining the rigor of units. They also plan during the summer. Great job of making sure staff feels valued and have the correct tools.

<p><b>C1.b A written process of reflection, lesson evaluation, and adjustments has been developed and implemented that utilizes student achievement data and addresses areas where groups or individual student are not achieving the desired outcomes.</b></p>	<p>School Team 4</p>	<p>Eval Team 4</p>
<p><i>(Standard C1 - PYP Question 1c7 rating, MYP and DP Question 1:7. Collaborative planning and reflection is informed by assessment of student work and learning.)</i></p>		

School Team Comments:

- For each unit of inquiry we meet to reflect, evaluate, and make adjustments based on student understanding of the unit (assessment data) and students' engagement.
- Teams collaborate routinely to discuss informal reading and math data. We also have formal data reflection discussions with action plans built into our staff development.

NWS Evaluation Team Comments:

The team commends the school on having a process for recording reflections, using assessment to address areas where students are not achieving and where they are. These elements were all brought up by teachers, along with the use of standards-based reporting and interventions.

## Section C: Curriculum

### Standard C2: Written curriculum

<b>C2.a Integrated units that incorporate the IB learner profile have been developed and aligned to state standards and district curriculum at each grade level. These units provide greater rigor, depth, higher order thinking, and application of learning.</b>  <i>((Standard C2 – Question 1:1 rating. The written curriculum is comprehensive and aligns with the requirements of the programme(s.) and (Standard C2 - Question 1:11 rating The written curriculum fosters development of the IB learner profile attributes.)</i>	School Team 3	Eval Team 3
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#### School Team Comments:

- Each of our units of inquiry specifically work to develop designated IB learner profile traits, PYP attitudes, and teach higher level PYP approaches to learning skills (social skills, communication skills, thinking skills, research skills, and self-management skills).
- All content is aligned to the state standards.

#### NWS Evaluation Team Comments:

The team commends the school on beginning to create integrated units that incorporate the IB learner profile and aligning units to the state standards. We recognize that this is ongoing work and the staff is committed to the process with timelines to achieve their goals of integrating more units in the IB learner profile.

<b>C2.b Mapped curriculum is stored electronically with access for all teaching staff.</b> <i>(Standard C2 – Question 1:2 rating. The written curriculum is available to the school community.)</i>	School Team 4	Eval Team 4
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#### School Team Comments:

- We map all units of inquiry on Atlas and all teachers have access to the materials. Individual teachers have editing rights to their collaborative maps.
- All maps include all aspects of the IB curriculum framework, are aligned to state standards, explore depth of content, make transdisciplinary connections, develop the learner profile, attitudes, and approaches to learning skills.
- All maps are updated after each unit is taught.

NWS Evaluation Team Comments:

The team commends the staff for having an electronic system accessed by all staff. The expectations are there that staff update and reflect upon their units to ensure learning by all students.

<b>C2.c Mapped magnet curriculum includes lists and/or links to specific resources necessary for the units of study.</b>	School Team 3	Eval Team 3
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School Team Comments:

- There are week to week plans in all grade levels and in many grade levels there are day to day plans articulated for each team of teachers with the specific resources that are either linked or in our shared curriculum library. These resources are utilized by all team members.
- All essential components are on the maps. Every map has a section with teacher notes and this includes additional ideas and options to enhance the unit.
- To move to a four, we would link all detailed maps to Atlas.

NWS Evaluation Team Comments:

The team commends that staff on the use of mapped curriculum and beginning to link resources for their units of study. It was identified that this work will continue.

<b>C2.d A systematic curriculum review process has been developed that addresses continuous school improvement, utilizes a curriculum mapping</b>	School Team 3	Eval Team 3
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<b>evaluation rubric and specifies the areas of the curriculum to be reviewed, evaluated and updated each year.</b>		
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School Team Comments:

- Our mapped curriculum is monitored, assessed, and revised annually based on student achievement, teacher observations, or the need to teach the concepts deeper or more effectively.
- We have a rubric to assess each of the units of inquiry.
- We have a curriculum review process and designated subjects that are reviewed each year. When adopting new materials, teachers evaluate resources based on a rubric reflective of an IB school with the 5 essential components in PYP.

NWS Evaluation Team Comments

The team commends the staff for the use of mapped curriculum to monitor, evaluate and revise units through the use of rubrics. A question that the team has: Are rubrics static or do they change as staff gains new insights to the units?

<b>Section C: Curriculum</b>		
<b>Standard C3: Teaching and learning</b>		
<b>C3.a Instruction across content areas is linked to the IB framework and supports and engages higher level thinking skills for all students.</b> <i>(Standard C3 – Question 1:1 rating. Teaching and learning aligns with the requirements of the programme(s).)</i>	School Team 2.5	Eval Team 3

School Team Comments:

- Our lines of inquiry are written for each unit of inquiry to draw out questions and discussions for each unit.
- We have students self-assess to evaluate their own work in Specialist classes.
- We work to ask high level questions in every class.
- We designated summer-time to specifically develop inquiry-based lessons where creation and evaluation are the focus. We worked on K units and 3rd grade this last summer. We plan to do more.

NWS Evaluation Team Comments:

The team evidenced that instruction supports and engages students to become inquirers, analyzers and evaluators. We would recommend that students be asked to self-assess in all content areas through the use of a rubric. We commend you on commitment to unit work over the summer.

<p><b>C3.b Targeted re-teaching, acceleration, and enrichment are provided in all content areas.</b>  <i>(Standard C3 – Question 1:3 rating. Teaching and learning builds on what students know and can do.)</i></p>	<p>School Team 3</p>	<p>Eval Team 3</p>
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School Team Comments:

- We have intervention reading teachers and a tiered system of interventions for reading. ALL students are in guided reading groups to receive instruction in alignment to their reading level and their mastery of specific literacy skills. In math, teachers differentiate for their students within their math block and additional small chunks of math time. Depending on the student needs we have additional supports for students or enrichment activities.

NWS Evaluation Team Comments:

The team commends staff on providing differentiation in instruction. We evidenced differentiation in the classroom and observed independent learners. Parents also shared that teachers do a great job of making sure that students learn by providing for small groups, time for their students, etc. We would recommend that opportunities are provided for gifted students and creating leaders.

<p><b>C3.c Mapped magnet curriculum incorporates innovative instructional methods; assessments linked directly to units of study, and include teacher reflection and adjustments.</b>  <i>(Standard C3 – Question 1:11 rating. Teaching and learning incorporates a range of resources, including information technologies.)</i></p>	<p>School Team 3</p>	<p>Eval Team 3</p>
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School Team Comments:

- All units of inquiry are mapped and include learning activities, engagement strategies, assessments, reflections, and a designated place to note adjustments that need to be made. As teams, we collaboratively meet to discuss all of this and document our practices after each unit of inquiry.

- As we revisit units, we are adding more innovative strategies through technology, adding lessons to build background knowledge for our students, and activities to stretch all of our students to a level of new learning.

NWS Evaluation Team Comments:

The team commends the school on its process of mapping curriculum that provides instructional methods, assessments that are linked directly to units of study, and teachers' opportunities to reflect and adjust the units.

<p><b>C3.d Students access and utilize digital technology to enhance learning.</b>  <i>(Standard C3 – Question 1:11 rating. Teaching and learning incorporates a range of resources, including information technologies.)</i></p>	<p>School Team 3</p>	<p>Eval Team 3</p>
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School Team Comments:

- Technology is integrated into instruction in all classrooms. Technology is used to deepen engagement, provide differentiated activities, do research, projects, create presentations, share thinking, receive feedback, etc. All students also have an e-portfolio which highlights student work and growth over time. Students contribute to these portfolios.

NWS Evaluation Team Comments:

The team commends the school for providing students with technology to enhance their learning. This was evidenced through conversation with students where they shared that they use technology in the classroom for investigating, practice and to record information.

<p><b>C3.e Opportunities for students to apply knowledge and connect learning in a real life context are planned for and provided.</b></p>	School Team	Eval Team
<p>(<i>Standard C3 – Question 1:12 rating.</i> Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students’ own needs and the needs of others.) and (<i>Standard C3- Question 1:13 rating.</i> Teaching and learning engages students in reflecting on how, what and why they are learning.)  and  (<i>Standard C3 - Question 1:14 rating.</i> Teaching and learning fosters a stimulating learning environment based on understanding and respect.)</p>	4	4

School Team Comments:

- All students go on fieldtrips that are directly related to academic content within the classroom. Students transfer their learning from the classroom to their new and real learning experience.
- Students also have the opportunity to apply learning to projects such as their animal presentations, Exhibition, planting projects where they plant, caring for, and observing plants.
- Students take action in many different ways. This ranges from actions as a result from explicit lessons and school-wide action projects such as supporting the Alexandra House to students naturally taking action as a result of something they learned. This action may be a change in perspective, creating something, taking better care of the environment, problem-solving a situation, etc.
- Through Exhibition, students work to explore, research, and solve authentic problems in small groups.

NWS Evaluation Team Comments:

The team commends the school on providing meaningful experiences for students to develop an understanding of what it really means to embody the characteristics of an IB learner. We evidenced this through our conversation with students when, as one example, they shared how they had a play day and realized that they needed to cooperate, share and respect each other. Our conversation with the principal also gave evidence that the school works on the fight against hunger. The team would recommend that students reflect on their projects to embed how this will connect in their real world experiences.

<b>C3.f Students access and utilize digital technology to enhance learning.</b>	School Team 2	Eval Team 2
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School Team Comments:

- Technology is integrated into instruction in all classrooms. Technology is used to deepen engagement, provide differentiated activities, do research, projects, create presentations, etc.
- All students also have an e-portfolio which highlights student work and growth over time. Students contribute to these portfolios.
- The district is working on documentation of a specific plan. This is a growth area.

NWS Evaluation Team Comments:

The team did evidence that technology is being used in the classrooms and that teachers are using it for instruction and communication. The team commends the district on its work to provide schools with a specific plan. This will provide guidance to ensure that all students have access to technology, and that it is used in varied and meaningful ways.

<b>Communication:</b>		
<b>A system of meaningful communication system between school and families has been developed and implemented.</b> <i>(Standard C4 – PYP Question 1:2 rating, MYP and DP Question 2:2 rating. The school communicates its assessment philosophy, policy and procedures to the school community.)</i> and <i>(Standard C4 – PYP Question 1:6 rating, MYP and DP Question 2:6 rating. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).)</i>	School Team 3	Eval Team 3

School Team Comments:

- We build positive connections through family events such as our Open House, grade level orientation night, Family Fun Night, Festival of Nations, Bingo, our school carnival, etc.
- We also connect at PTO and share about our PYP programme.
- During our parent session at Open House we shared about who we are, our programme, and how we want to be partners with parents and the community.

- We interpret materials, have EL teachers interpret, and hire interpreters when appropriate.
- All district policies are posted on the school website.
- Each team of teachers and individual teachers communicate procedures related to content taught, assessments, grading practices, family events, field trips, enrichment activities, intervention services, etc.
- One of the assessment practices aligned with the requirements of PYP are student portfolios. All of our students have e-portfolios with literacy, math, units of inquiry, art, Spanish, music, and media samples of work along with student reflections. All teachers report out progress and achievement through a standards based grading system. This has created consistency and reporting that separates academic achievement from self-management skills and participation.

NWS Evaluation Team Comments:

The team commends the school for having in place a meaningful communication process between the school and families. This was evidenced during the interview with parents who spoke with confidence about their understanding of the IB programme and what it means for their child. Communication is an ongoing process and can always be improved to meet changing needs, demographics, and issues.

# IB Magnet Program Developmental Checklist

School: Hayes Elementary

Date of Evaluation: October 4th, 2016

School or Site Team Member:

*Use the Performance Review Rubric to identify the level of performance for each of the expectations listed. The rating scale from 1 – 4, is indicated on the Performance Review Rubric. Evidence for the score should be cited under **Comments** in each box. If applicable you may cite the source from the list of “possible supporting documents” is available on site.*

**School/Site Team Members: Melissa Jordan, NWSISD Director, Lauren Hildebrand, IB Consultant, Mary Alberts, Educational Consultant**

## Section A: Philosophy

	School Team	Eval Team
<p><b>A1 Student participation in rigorous courses of study, specialized programs, and/or activities is consistently representative of the overall student demographics.</b></p> <p><i>(Standard A- Question 4. The MYP is intended to be an inclusive programme for all students. Does the school involve the full cohort of students in every year that the MYP is offered?)</i> or <i>(Standard A- Question 4. What strategies has the school implemented to encourage a higher degree of student participation in the Diploma Programme?)</i></p>	4	4

School Team Comments:

- All of our students are PYP students. This includes our EL students and our SpEd students. The PYP Curriculum framework provides rigorous, relevant, engaging, and challenging for all students.

NWS Evaluation Team Comments:

- The team evidenced that all students participate in the IB programme. The team commends that staff on the rigor that is built into the planner, their collaborative effort, and the engagement of all students. The team observed in the classroom all teacher-led learning and no student-led learning. We did see differentiation, students being able to self-select, all students on task, and well planned lessons.

<p><b>A2 Students and families understand and can articulate how the IB school differs from a traditional school.</b></p> <p><i>(Standard A- PYP Question 4, MYP and DP Question 5. Include a brief summary of the perceptions of the parent community regarding the implementation of the programme at the school and its impact on their children.)</i></p> <p>and</p> <p><i>(Standard A- PYP Question 5, MYP and DP Question 6. Include a brief summary of the perception of the students regarding the implementation of the programme and its impact on them. Include the perceptions of students who have completed the programme in the school has had the opportunity of involving them in the process.)</i></p>	<p>School Team</p> <p>3</p>	<p>Eval Team</p> <p>3</p>
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School Team Comments:

- Teachers and building leadership share information about the PYP with families during open house, curriculum nights, conferences, and in regular classroom newsletters.
- Students understand and use the language of the learner profile and PYP essential elements.
- Students and families understand that the 4th grade Exhibition is a culminating project, displaying and applying their PYP education.
- We recognize this as an area we need to grow in. We need to continually make efforts to increase our communication with families.

NWS Evaluation Team Comments:

The team evidenced students and parents who had a general understanding of IB and its attributes. The team recommends that students and parents have a more indepth understanding of what makes the IB programme different from the traditional framework and the value-added aspects of an IB school.

<p><b>A3 Staff clearly understands and can articulate the uniqueness of the IB programme and school.</b></p> <p><i>(Standard A- PYP Question 6.3 rating, and MYP and DP Question 7.3 rating. The school community demonstrates an understanding of, and commitment to, the programme(s).)</i></p>	<p>School Team</p> <p>4</p>	<p>Eval Team</p> <p>4</p>
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School Team Comments:

- Our staff's collective knowledge and understanding of the IB has grown immensely since our authorization in 2010. IB is just the way we do things. All of our new teachers receive two days of IB in-house induction/training and they participate in official IB training within the first two years of employment. We are committed to sending our veteran teachers to level 2 and level 3 workshops to continue learning and sharing.
- The IB framework helps us balance academics and character development.
- Our staff recognizes many ways in which the IB contributes to the quality of our school. The list includes, but is not limited to, things such as increased inquiry, international mindedness,

action, cultural relevance, deep thinking, concept-driven teaching, and making authentic connections across curriculum areas.

NWS Evaluation Team Comments:

The team commends that staff on their understanding of the theme and that they were able to articulate how IB differs from traditional schools. Staff saw the value-added aspects of the IB programme. The team evidenced staff who shared how engagement, exploration and inquiry play an important role in students' achievement.

<b>Section B: Organization</b>		
<b>Standard B1: Leadership and structure</b>		
<b>B1 The principal participates in and/or leads professional development and monitors/evaluates professional development activities for impact on teacher practice and student achievement.</b>	School Team 4	Eval Team 4
<i>(Standard B1– PYP and DP Question 6.3 rating, MYP Question 8.3 rating. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).)</i>		

School Team Comments:

- Our principal is knowledgeable about the PYP framework. He is a member of the IB Educators Network. He promotes the PYP in conversations with parents and students, in daily announcements, in monthly all-school assemblies, and in staff development sessions.
- This summer our principal presented at the IB Conference of the Americas in Toronto. His presentation was about connecting teacher evaluation with the PYP framework.

NWS Evaluation Team Comments:

The team commends the principal on his part in creating an environment where teachers are supported through professional development, and student achievement is seen through the growth of students. His active participation in the IB Educators Network and his promoting of the IB programme to both students and teachers are to be commended.

## Section B: Organization

### Standard B2: Resources and support

<b>B2.a Collaboration between classroom and/or content area teachers, special education, ELL, Title I, etc. is scheduled and planned for by the building and/or district.</b>	School Team 2.5	Eval Team 3
<i>(Standard B2- Question 3. Identify types and objectives of pedagogical team leadership meetings, giving details of participants and frequency.)</i>		

School Team Comments:

- PYP collaboration meetings are a regular item (once a month) on our staff development calendar. Specialists and SpEd teachers regularly participate in these meetings.
- Each month, specialists meet with one or two grade levels to collaborate in the planning of units of inquiry within our Programme of Inquiry (POI).
- Collaboration between reading /EL/SpEd teachers and classroom teachers happens all the time, but is not part of our staff development calendar. This collaboration also occurs in weekly child study meetings and in literacy data meetings (2-3 times a year).
- Increasing Special Ed and vertical collaboration is an area of growth for us. We always wish that we had more time!

NWS Evaluation Team Comments:

The team commends the staff on collaborating with Special Ed., EL and Specialists. The team would recommend that more vertical collaboration occur across school staff.

<b>B2.b ELL, Special Education, and Title 1 teachers work collaboratively during curriculum writing and teaching.</b>	School Team 2.5	Eval Team 3.0
<i>(Standard B2- PYP and MYP Question 5:8 rating, DP Question 6:8 rating. The school provides support for its students with learning and/or special educational needs and support for their teachers.)</i>		

School Team Comments:

- Our EL, SpEd, Title, and ADSIS teachers collaborate together on a weekly bases. They keep PLC logs of these meetings.
- EL, SpEd, and reading teachers collaborate with classroom teachers as needed. This collaboration time is not currently scheduled in a formal way.

NWS Evaluation Team Comments:

The team commends the staff for collaborating with Special Ed., EL, Title I and ADSIS teachers and would like to recommend that collaboration be scheduled into their weekly meetings. The team sees a

need for teachers to meet with specialists and to allow for all staff to learn from each other. This scheduled time would allow for specialists to support students in the classroom.

<p><b>B2.c There is a timeline and plan that incorporates the required IB-recognized professional development annually for each staff member.</b></p> <p><i>(Standard B2- PYP and MYP Question 5:3 rating, DP Question 6:3 rating. The school ensures that teachers and administrators receive IB-recognized professional development.)</i></p>	<p>School Team</p> <p>4</p>	<p>Eval Team</p> <p>4</p>
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School Team Comments:

- All teachers are provided with the staff development sessions throughout the year which include PYP specific small group sessions and trainings that support the PYP philosophy.
- All teachers receive official IB training within their first two years of teaching at Hayes.
- Several veteran teachers seeking additional official level 2 and 3 training are sent to trainings each year.
- The PYP Coordinator keeps a record of all official IB training for all teachers.

NWS Evaluation Team Comments:

The team commends the staff on having all staff members included in ongoing IB professional development. We would suggest if not already done, that staff who attend training come back and share their new learning with all staff.

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<b>B2.e The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).</b>	School Team	Eval Team
<i>(Standard B2- PYP and MYP Question 5:5 rating, DP Question 6:5 rating. The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).)</i>	3.5	3.0

School Team Comments:

- Over the last few years we have significantly increased our technology environments, have had wireless and equipment updates, and purchased new teaching resources to support our programme.
- The language of the PYP (learner profile and essential elements) is posted in classrooms.
- All students and staff use the language of the learner profile in authentic, meaningful ways.
- Many students can also use and apply language of key concepts, attitudes, action, and transdisciplinary skills.

NWS Evaluation Team Comments:

The team evidenced IB was promoted throughout the building and through the language of their staff, students and parents. We would recommend that further instruction be given to students in helping them better understand what the concepts and attitudes truly mean for them in real life.

<b>B2.f The school utilizes the resources and expertise of the community to enhance learning within the programme(s).</b>	School Team	Eval Team
<i>(Standard B2- PYP and MYP Question 5:11 rating, DP Question 6:11 rating. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).)</i>	4	4

School Team Comments:

- Our units of inquiry make use of many local resources and make connections to the community. We also seek opportunities to bring parents and families into the school to share their related stories and expertise.
- We have partnered with an instructor at the U of M to provide regular inquiry-based staff development on Number Talks.
- All grade levels partner with Springbrook Nature Center to provide instruction and hands-on learning to our students through fieldtrips and classroom visits.

NWS Evaluation Team Comments:

The team evidenced and commends the staff on having partnerships within their community. The students were able to communicate how they do things within the community.

<b>B2.g Teachers utilize digital technology for collaboration, delivery of content, innovative instructional practices, curriculum mapping, reflection, assessments, monitoring student progress, and communication.</b>	School Team 4	Eval Team 4
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School Team Comments:

- Many of our teachers use technology to network and grow professionally.
- All teachers use digital technology to deliver content, and there are more and more innovative strategies being practiced to engage students.
- We have increased the number of devices being used in our classrooms.
- We write, reflect, and document all of our units of inquiry on Atlas Rubicon. (a digital curriculum mapping tool) A link to Atlas Rubicon is also on our district website. The first two pages of each unit planner are accessible to parents.
- We are using electronic portfolios as a whole school to increase communication with parents, demonstrate growth, and share progress.

NWS Evaluation Team Comments:

The team commends the school for utilizing digital technology and integrating it into innovative teaching practices that provide a rigorous, relevant and engaging education for all students.

<b>B2.h Professional development is evaluated by staff for evidence of impact on teaching practice and student engagement.</b>	School Team 2	Eval Team 2
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School Team Comments:

- Our building leadership team reviews our staff development calendar each year.
- Staff development meeting have an agenda.
- Attendance is recorded.
- The principal, IL, and PYP coordinator observe classrooms for evidence of impact on teaching practice and student engagement
- Formal and regular staff evaluation of professional development is an area for growth.

NWS Evaluation Team Comments:

The team recognizes that teachers are given professional development with differentiation and that observations are made in the classroom to observe new learning, however the opportunity of formal evaluation by teachers does not occur and would benefit teachers and students.

<b>B2.i Professional development and training includes information and strategies for meeting the needs of a diverse population and communicating with diverse families.</b>	School Team 3	Eval Team 3
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School Team Comments:

- Our trainings include strategies to differentiate instruction based on the academic needs of students as well as on meeting social-emotional needs and building a positive school culture. We have a team of teachers who are receiving training and studying the work of Sharroky Hollie and Clay Cook on Culturally Responsive Teaching and strategies to build a positive school culture. We will be bringing these strategies back to the entire staff through future staff development. Clay Cook will be working with our district for the next 5 years. Sharroky Hollie will be working with leadership this year and on a larger scale with all staff the following two years.
- We have a Child Study team that meets weekly to discuss students of concern and strategies to meet needs.
- We also have a family liaison who works with staff, students, and families.

NWS Evaluation Team Comments:

The team commends that staff on providing PD on meeting the needs of a diverse population. Evidence of this was seen through the comfort level of your diverse families within your school. We further commend you on allowing yourself to grow.

<b>B2.j Programs and resources are available for parents that promote and support parental involvement in their child’s education. Feedback is gathered from parents and used to assist in planning family and community involvement activities.</b>	School Team 3	Eval Team 3
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School Team Comments:

- We hold a number of school-wide annual or bi-annual events to support parental involvement. These include Orientation, Open House, Conferences, Literacy Night, Math Night, International Night, and the Carnival.
- The district holds an annual resource fair a couple of weeks before school starts to support families and to provide information about services and programs that are available to them.
- Grade level teams also invite parents into the school for special events such as Exhibition, Wax Museum, Author’s Chair, etc.
- We have a very active and supportive Parent Teacher Organization.
- We could do a better job gathering feedback from families to ask what they appreciate and what else they need or would like. We recognize getting more feedback from parents is an area of growth.

NWS Evaluation Team Comments:

The team commends the school on providing opportunities for parents to be actively participating in their child’s learning. We evidenced through parent conversation that they felt they could be involved as much as they wanted to be, given their circumstances. The team would recommend, through the use of technology, getting feedback from parents on what they appreciate, or finding out what additional needs or likes they may have.

<b>B2.k Participation in family events by underrepresented families is consistently representative of the overall student demographics.</b>	School Team 3.5	Eval Team 3.0
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School Team Comments:

- Overall, participation in family events is representative of our student demographics.
- We plan some fun family events (books and ice cream, for example) in apartment buildings or townhomes to target particular demographics.

NWS Evaluation Team Comments:

The team commends the school on providing a variety of events for your parents to attend and also bringing events to them. What devices do you use to retrieve information from parents?

<b>Section C: Curriculum</b>		
<b>Standard C1: Collaborative planning</b>		
<b>C1.a Teachers collaborate in planning, reflecting on, evaluating, and adjusting units based on student achievement.</b>  <i>(Standard C1 – PYP Question 1c4 rating, MYP and DP Question 1:4. Collaborative planning and reflection ensures that all teachers have an overview of students’ learning experiences.)</i> and <i>(Standard C- PYP Question 1c5 rating, MYP and DP Question 1:5. Collaborative planning and reflection is based on agreed expectations for student learning. )</i>	School Team 3	Eval Team 3

School Team Comments:

- We have PYP collaborative meetings to reflect and evaluate each unit of inquiry based on assessment results and teacher observations. Reflections and revisions are recorded on the unit planners on Atlas Rubicon.
- Grade level teams meet informally daily and formally each week to plan in all content areas.

NWS Evaluation Team Comments:

The team commends the school on having collaborative meetings to plan, reflect, evaluate and adjust units. We would recommend that you additionally do cross curricular meetings to align curriculum to ensure that rigor is happening.

<p><b>C1.b A written process of reflection, lesson evaluation, and adjustments has been developed and implemented that utilizes student achievement data and addresses areas where groups or individual student are not achieving the desired outcomes.</b></p> <p><i>(Standard C1 - PYP Question 1c7 rating, MYP and DP Question 1:7. Collaborative planning and reflection is informed by assessment of student work and learning.)</i></p>	<p>School Team 4</p>	<p>Eval Team 4</p>
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School Team Comments:

- For each unit of inquiry we meet to reflect, evaluate, and make adjustment based on student understanding of the unit (assessment data) and their level of engagement.
- Teams collaborate routinely during PLC meetings to discuss student assessment data and adjust instruction as needed.

NWS Evaluation Team Comments:

The team commends the school on having a written process to allow for teachers to record their reflections on units and their effectiveness. Assessment data is being used to adjust lessons/units. The team would recommend that specialists contribute to the grade level planner to provide alignment in all content areas.

<p><b>Section C: Curriculum</b></p> <p><b>Standard C2: Written curriculum</b></p>		
<p><b>C2.a Integrated units that incorporate the IB learner profile have been developed and aligned to state standards and district curriculum at each grade level. These units provide greater rigor, depth, higher order thinking, and application of learning.</b></p> <p><i>((Standard C2 – Question 1:1 rating. The written curriculum is comprehensive and aligns with the requirements of the programme(s).)</i> and <i>(Standard C2 - Question 1:11 rating The written curriculum fosters development of the IB learner profile attributes.)</i></p>	<p>School Team 4</p>	<p>Eval Team 4</p>

School Team Comments:

- We consult state standards when writing our unit planners. Whenever new standards are published, we go through the process of mapping them into our units of inquiry.
- Our unit planners are thoroughly planned and reflected on. They specifically address all of the PYP essential elements.
- Units are concept-driven. This is one way that we ensure rigor, depth, higher order thinking, and application in many different contexts.

NWS Evaluation Team Comments:

The team commends the staff on aligning units to state and IB standards. Teachers shared that they reflect and adjust units based on data and new learning and that units provide rigor and higher order thinking. The team observed that students were engaged in classrooms and student collaboration was also seen.

<p><b>C2.b Mapped curriculum is stored electronically with access for all teaching staff.</b>  <i>(Standard C2 – Question 1:2 rating. The written curriculum is available to the school community.)</i></p>	<p>School Team 4</p>	<p>Eval Team 4</p>
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School Team Comments:

- All of our units of inquiry are stored on Atlas Rubicon and all teachers have access to the materials.
- We also have a link to Atlas on our district website so that parents can access portions of the unit planner.
- All teachers who are working on the planner, including specialists, have editing rights to their collaborative maps.

NWS Evaluation Team Comments:

The team commends the staff for having an electronic system accessed by all staff. The expectations are there that staff update and reflect upon their units to ensure learning by all students.

<b>C2.c Mapped magnet curriculum includes lists and/or links to specific resources necessary for the units of study.</b>	School Team 4	Eval Team 4
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School Team Comments:

- Unit planners on Atlas Rubicon all have a list of materials and resources. In addition to these unit maps, grade level teams also keep weekly and daily guides with additional details in a shared workspace on our intranet.
- Each unit also has collaboratively developed SmartNotebook files with links to technology resources.

NWS Evaluation Team Comments:

The team evidenced and commends the school on having mapped curriculum that includes links to specific resources.

<b>C2.d A systematic curriculum review process has been developed that addresses continuous school improvement, utilizes a curriculum mapping evaluation rubric and specifies the areas of the curriculum to be reviewed, evaluated and updated each year.</b>	School Team 3	Eval Team 4
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School Team Comments:

- As a whole school, we also have used the rubric in the back of the IB’s publication *Developing a Transdisciplinary Programme of Inquiry* to assess our Programme of Inquiry and each of the units of inquiry.
- Our units are monitored, assessed, and revised regularly based on student achievement, teacher observations, or the need to teach the concepts in a deeper way.
- As a district, we have a curriculum review process and designated subjects that are reviewed each year. When reviewing and adopting new materials, teachers evaluate materials based on their alignment with IB beliefs and practices.

NWS Evaluation Team Comments:

The team commends the staff on reviewing their mapped curriculum to keep it current, and to ensure student achievement. We evidenced this more than once through conversations with teachers.

## Section C: Curriculum

### Standard C3: Teaching and learning

<b>C3.a Instruction across content areas is linked to the IB framework and supports and engages higher level thinking skills for all students.</b> <i>(Standard C3 – Question 1:1 rating. Teaching and learning aligns with the requirements of the programme(s).)</i>	School Team 4	Eval Team 4
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School Team Comments:

- We are committed, in all subject areas, to teach material through inquiry. Single subjects are not always connected by topic, but conceptual links are made whenever possible. Teachers also integrate all the PYP essential elements in math, language, science, social studies, and specialist areas.
- We are committed to developing higher level thinking in students in all content areas.
- This year we are implementing Math Talks as another way to infuse inquiry into math lessons.

NWS Evaluation Team Comments:

The team evidenced that instruction supports and engages students to become inquirers, analyzers, evaluators, innovators and creators. We would recommend input from specialists to help with writing. The team also recommends that plans include international mindfulness and more conversation around the concepts of the IB programme.

<b>C3.b Targeted re-teaching, acceleration, and enrichment are provided in all content areas.</b> <i>(Standard C3 – Question 1:3 rating. Teaching and learning builds on what students know and can do.)</i>	School Team 3	Eval Team 3
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School Team Comments:

- In literacy, we use several universal screeners and pre-assessments to identify students needs and provide targeted instruction. We have reading intervention teachers and a tiered system of support for reading. In addition, all students are in guided reading groups to receive instruction in alignment to their reading level and their mastery of specific literacy skills.
- In math, teachers differentiate for their students within their math block and additional small chunks of math time.
- Units of inquiry include pre-assessments to identify what students already know and can do. There are opportunities for students to pursue their own inquiries and interests.

NWS Evaluation Team Comments:

The team commends that staff on providing differentiation in instruction. We evidenced differentiation in the classroom and observed independent learners. Parents also shared that teachers do a great job of making sure that students learn by providing small groups, time for their students, etc. We would recommend that opportunities are provided for gifted students and creating leaders.

<p><b>C3.c Mapped magnet curriculum incorporates innovative instructional methods; assessments linked directly to units of study, and include teacher reflection and adjustments.</b></p> <p><i>(Standard C3 – Question 1:11 rating. Teaching and learning incorporates a range of resources, including information technologies.)</i></p>	<p>School Team 3</p>	<p>Eval Team 4</p>
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School Team Comments:

- Teachers utilize innovative teaching methods in all content areas. We are always seeking and adding more strategies to our “toolbox.” For example, this year we are studying Math Talks, and learning more about culturally and linguistically responsive teaching.
- We use and apply a variety of assessment tools and strategies. Assessment is used to inform teaching, and both content and methods are differentiated as needed.
- Many teachers are using innovative technology tools to engage students.
- Unit planners are revised to include improvements, adjustments, and fine-tuning each time they are taught.

NWS Evaluation Team Comments:

The team commends the school on incorporating innovative instruction, strategies for differentiated instruction, a variety of assessments, and a place for reflection. Teachers shared that this is done continually throughout the year.

<p><b>C3.d Students access and utilize digital technology to enhance learning.</b></p> <p><i>(Standard C3 – Question 1:11 rating. Teaching and learning incorporates a range of resources, including information technologies.)</i></p>	<p>School Team</p> <p>3</p>	<p>Eval Team</p> <p>3</p>
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School Team Comments:

- Technology is integrated into instruction in all classrooms. Our grade 3 and 4 students have one to one devices.
- Technology is used to deepen engagement, provide differentiated activities, do research, projects, and create presentations. We have a media specialist who collaborates with teams to connect technology with class coursework.
- All students have an electronic portfolio which highlights student work and growth over time.
- Digital technology is often used as a tool when students are asked to demonstrate learning.

NWS Evaluation Team Comments:

The team commends that technology is provided to students to enhance their learning. The team was not able to observe this in the classroom.

<p><b>C3.e Opportunities for students to apply knowledge and connect learning in a real life context are planned for and provided.</b></p> <p><i>(Standard C3 – Question 1:12 rating. Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students’ own needs and the needs of others.)</i> and <i>(Standard C3- Question 1:13 rating. Teaching and learning engages students in reflecting on how, what and why they are learning.)</i> and <i>(Standard C3 - Question 1:14 rating. Teaching and learning fosters a stimulating learning environment based on understanding and respect.)</i></p>	<p>School Team</p> <p>3.5</p>	<p>Eval Team</p> <p>3</p>
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School Team Comments:

- We strive to make our curriculum relevant and engaging for all students. We try to include all cultural backgrounds and personal stories into our units.
- We use the larger community as a resource for learning, through field trips and guest speakers that are connected to our units of inquiry.
- Each year, we promote a school-wide action project to model action in real life. Students and classes also initiate smaller actions that are connected to learning.

- Exhibition is an opportunity for students to apply learning to real life situations and take action to make the world a better place.
- We are working to make our teaching and learning more culturally relevant for ALL of our students.

NWS Evaluation Team Comments:

The team commends the staff on providing relevant curriculum to engage all students. We evidenced rights and responsibilities listed in the classroom and students talked during the interview about needing to think about the world and participate by doing service and contributing to their communities. We would recommend having students reflect about their learning and how it might impact them in the future.

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<b>Communication:</b>		
<p><b>A system of meaningful communication system between school and families has been developed and implemented.</b></p> <p><i>(Standard C4 – PYP Question 1:2 rating, MYP and DP Question 2:2 rating. The school communicates its assessment philosophy, policy and procedures to the school community.)</i> and <i>(Standard C4 – PYP Question 1:6 rating, MYP and DP Question 2:6 rating. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).)</i></p>	School Team  3	Eval Team  3

School Team Comments:

- We work hard to build and maintain positive relationships with our parents and families. Our BLT team has listed and evaluated all of our family engagement activities to make sure we have a thorough and balanced approach.
- Teachers take every opportunity to communicate beliefs and practices related to content, assessments, grading practices, teaching practices, enrichment activities, intervention services, etc.
- We interpret materials and hire interpreters when needed.
- All district policies are posted on the school website.

NWS Evaluation Team Comments:

The team commends the staff on having a system in place that works for parents. We evidenced that parents feel that staff does an excellent job of communicating with them regarding student learning. The school also provides communication regarding events happening in their school and community.

# IB Magnet Program Developmental Checklist

School: **Fridley Middle School**

Date of Evaluation: **October 12, 2016**

School or Site Team Member:

*Use the Performance Review Rubric to identify the level of performance for each of the expectations listed. The rating scale from 1 – 4, is indicated on the Performance Review Rubric. Evidence for the score should be cited under **Comments** in each box. If applicable you may cite the source from the list of “possible supporting documents” is available on site.*

**School/Site Team Members: Melissa Jordan, Director of NWSISD, Lauren Hildebrand, IB Consultant, Mary Alberts, Educational Consultant. Jolanda Dranchak, CIC Art Anoka Middle School, Ellen Plum, ART teacher, Northview MS**

<b>Section A: Philosophy</b>		
<p><b>A1 Student participation in rigorous courses of study, specialized programs, and/or activities is consistently representative of the overall student demographics.</b></p> <p><i>(Standard A- Question 4. The MYP is intended to be an inclusive programme for all students. Does the school involve the full cohort of students in every year that the MYP is offered?)</i> or <i>(Standard A- Question 4. What strategies has the school implemented to encourage a higher degree of student participation in the Diploma Programme?)</i></p>	School Team  4	Eval Team  4

School Team Comments:

- All of our students at Fridley Middle School participate in the MYP--this is a requirement of the program.
- Evidence of participation in the eight subject groups is documented in Infinite Campus in each student’s class schedule.

NWS Evaluation Team Comments:

The staff is to be commended on providing rigorous courses of study and specialized programs for all students.

<p><b>A2 Students and families understand and can articulate how the IB school differs from a traditional school.</b></p> <p><i>(Standard A- PYP Question 4, MYP and DP Question 5. Include a brief summary of the perceptions of the parent community regarding the implementation of the programme at the school and its impact on their children.)</i></p> <p>and</p> <p><i>(Standard A- PYP Question 5, MYP and DP Question 6. Include a brief summary of the perception of the students regarding the implementation of the programme and its impact on them. Include the perceptions of students who have completed the programme in the school has had the opportunity of involving them in the process.)</i></p>	<p>School Team</p> <p>3</p>	<p>Eval Team</p> <p>3</p>
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School Team Comments:

- Parents appreciate the balanced written curriculum and are excited about their child’s opportunity to learn to communicate in a second language throughout the program. In addition to the rigorous curriculum, they value the focus on developing the whole child through the IB learner profile attributes. Many parents have also commented on the benefits of understanding and appreciating other cultures. One observations from parents is that their students have an enhanced awareness of the value of service to others.
- Students can consistently communicate their understanding of the IB Learner Profile and the value of service in action. They have multiple opportunities to participate in service throughout the program. They are aware of thinking through multiple perspectives and appreciating other cultures. They are familiar with MYP assessments and rubrics.

NWS Evaluation Team Comments:

The team commends the school for having students and parents who can identify and articulate what the IB programme is and how it benefits students. Students and parents shared the importance of the IB programme and the learner profile that encouraged students to become inquirers, knowledgeable about global issues, and risk takers.

<p><b>A3 Staff clearly understands and can articulate the uniqueness of the IB programme and school.</b></p> <p><i>(Standard A– PYP Question 6.3 rating, and MYP and DP Question 7.3 rating. The school community demonstrates an understanding of, and commitment to, the programme(s).)</i></p>	<p>School Team</p> <p>4</p>	<p>Eval Team</p> <p>4</p>
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School Team Comments:

- All staff can provide an “elevator speech” about the MYP.

- They have all written curriculum through the MYP unit planner and have evaluated their own units.
- Each course has a plan to assess each criterion at least twice throughout the year and teachers can articulate this.
- Teachers can articulate how developing the IB Learner Profile attributes promotes international mindedness.

NWS Evaluation Team Comments:

The team commends the staff on articulating the uniqueness of the IB Programme and school. This was evidenced through shared comments made by teachers. They shared that collaboration was a key to learning; they design lessons that contain depth; that students have a common language; and work with students to apply learned information to the real world. The staff was also able to verbalize the difference between the IB programme and traditional school. They feel the learning provided a whole learner approach that included academics, social and emotional learning.

<b>Section B: Organization</b>		
<b>Standard B1: Leadership and structure</b>		
<b>B1 The principal participates in and/or leads professional development and monitors/evaluates professional development activities for impact on teacher practice and student achievement.</b>	School Team 3	Eval Team 3
<i>(Standard B1– PYP and DP Question 6.3 rating, MYP Question 8.3 rating. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).)</i>		

School Team Comments:

- The FMS principal is a member of the IB Leadership team that consists of the principal, the coordinator, the director of educational services, a leader from each of the eight subject groups, and a representative from special education.
- The IB Leadership team provides direction for staff development and action plans for their subject group meetings.
- The principal is responsible for documenting all staff development on the district staff development calendar, including alignment with district goals and IB Standards and Practices.
- The principal is ultimately responsible for tracking attendance at staff development for all teachers.

NWS Evaluation Team Comments:

The team commends the principal on the role he plays in providing direction and leadership to the staff. The staff is provided time to collaborate in addition to their prep time. This allows staff to evaluate, reflect on their lessons and examine student achievement.

<b>Section B: Organization</b>		
<b>Standard B2: Resources and support</b>		
<b>B2.a Collaboration between classroom and/or content area teachers, special education, ELL, Title I, etc. is scheduled and planned for by the building and/or district.</b>  <i>(Standard B2- Question 3. Identify types and objectives of pedagogical team leadership meetings, giving details of participants and frequency.)</i>	School Team  4	Eval Team  4

School Team Comments:

- The IB Leadership Team (described above) meets for one hour 2-3 times each month with a three-hour planning meeting prior to the start of the school year. This team plans whole-school staff development sessions as well as creates action plans for subject group meetings.
- SOTA Team (building leadership) meets for one hour 2-3 times each month with a three-hour planning meeting prior to the start of the school year. This team consists of grade level and encore team representatives and is responsible for building goals and building operations. There is some cross-representation between the two leadership teams.
- There are subject group meetings once each month facilitated by the IB Leader for that group. All licensed staff are part of a subject group. EL teachers meet with the Language Acquisition group and Special Education teachers either meet as their own group or often with specific subject groups depending on the work to be done. Reading teachers meet as their own subject group.
- There are a total of 2 ½ days of staff development each year where teachers meet in vertical subject groups--grades 5 -12.
- Grade level teams meet twice each week during the school day.

NWS Evaluation Team Comments:

The team commends that staff on their collaboration and meeting the needs of all students.

<p><b>B2.b ELL, Special Education, and Title 1 teachers work collaboratively during curriculum writing and teaching.</b></p> <p><i>(Standard B2- PYP and MYP Question 5:8 rating, DP Question 6:8 rating. The school provides support for its students with learning and/or special educational needs and support for their teachers.)</i></p>	<p>School Team</p> <p>3</p>	<p>Eval Team</p> <p>4</p>
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School Team Comments:

- Curriculum writing is done collaboratively at FMS. Each grade level has a Special Education teacher and an EL teacher who works predominantly with that grade level.
- Special Education teachers assist with differentiation and modifications for learning activities and resources as listed in the unit planners.
- In some cases, co-teaching occurs, especially in the area of mathematics.
- The ALC teacher works with Individuals and Societies and Language and Literature teachers to develop curriculum in those areas.
- Special Education and EL teachers work with students during academic support classes to provide additional guidance for their students.

NWS Evaluation Team Comments:

The team commends the staff on their work in collaborating with all staff. It was evidenced through conversation with teachers that all teachers felt included, were aware of instruction that was happening in the classroom, and that some co-teaching was happening. Teachers all seemed to agree that support was given to students whenever possible.

<p><b>B2.c There is a timeline and plan that incorporates the required IB-recognized professional development annually for each staff member.</b></p> <p><i>(Standard B2- PYP and MYP Question 5:3 rating, DP Question 6:3 rating. The school ensures that teachers and administrators receive IB-recognized professional development.)</i></p>	<p>School Team</p> <p>3</p>	<p>Eval Team</p> <p>4</p>
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School Team Comments:

- The school provides resources for IB-recognized professional development that meets the requirements of the IB.
- Whenever possible, additional teachers in each subject group are sent to IB-recognized professional development.

- The district provides the equivalent of a Category 1 workshop for all new teachers in August prior to their first year with the district. Although this is not officially recognized by the IB, the training is facilitated by the coordinators who are IBEN trained.
- Several teachers participate in workshops and roundtable through MNIB.

NWS Evaluation Team Comments:

The team commends the school on providing professional development for all staff. It was evidenced that all staff attend IB professional development yearly and the school continues to provide new teachers with additional PD. The team recommends that teachers look at attending the Area Regional Conference for IB School. (ARC)

<p><b>B2.d Teachers collaborate on developing common units with lessons that contain enduring understandings, essential questions, and common assessments.</b></p> <p><i>(Standard B2- PYP and MYP Question 5:4 rating, DP Question 6:4 rating. The school provides dedicated time for teachers' collaborative planning and reflection.)</i></p>	<p>School Team</p> <p>4</p>	<p>Eval Team</p> <p>4</p>
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School Team Comments:

- All curriculum writing in our district is done collaboratively.
- All curriculum writing follows the guidelines of MYP unit planning
- Evidence of unit planning can be found in Rubicon Atlas.
- Evidence of compliance to this requirement can be found in our Building Quality Curriculum feedback.
- Teachers are provided with one subject group meeting each month, one MYP planning and evaluation day each month, and possible sub days upon request to develop curriculum collaboratively.

NWS Evaluation Team Comments:

The team agrees with the score of 4. We evidenced that teachers collaborate and align units vertically to ensure in-depth learning and provide support for learning. This was evidenced through our conversations with principals and teachers.

<b>B2.e The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).</b>	School Team 4	Eval Team 3
<i>(Standard B2- PYP and MYP Question 5:5 rating, DP Question 6:5 rating. The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).)</i>		

School Team Comments:

- Fridley Middle School has facilities that support the delivery of the MYP in all subject areas.
- Teachers display the Learner Profile in their classrooms, as well as statements of inquiry, key concepts, global contexts and assessment criteria.
- Evidence of being an IB World School is on display in the entryway, hallways and show cases.
- Resources for instruction are selected with the MYP framework in mind.
- The language of the IB is used in classrooms, daily announcements, and by administrators and deans.
- Custodians, cooks, secretaries, and paraprofessionals have received some staff development centered around the MYP.

NWS Evaluation Team Comments:

The team evidenced some displays of IB but felt that it was not as visible as was expected, perhaps because of construction. We would recommend that the IB mission, learner profile, and students work be displayed throughout the building, including hallway walls. Other initiatives seemed to be prominently displayed, which led the visitors to believe that IB should find its place on the walls as well.

<b>B2.f The school utilizes the resources and expertise of the community to enhance learning within the programme(s).</b>	School Team 3	Eval Team 3
<i>(Standard B2- PYP and MYP Question 5:11 rating, DP Question 6:11 rating. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).)</i>		

School Team Comments:

- Students in grades 5 - 8 work with instructors from Springbrook Nature Center in their classrooms as well as participate in a service-related field trip to the nature center connected to their curriculum.
- 6th grade students connect with local businesses through their Inventor's Fair.
- All 8th grade students participate in National History Day in partnership with the University of Minnesota and have the opportunity to conduct research at Wilson Library

- We have connected with a Fridley couple who has begun to fund a variety of math and science projects within the district. Last year they funded the creation of a maker space and purchased science materials. This year, they are sponsoring bringing in Terry Wyberg to facilitate Math Talks with all math teachers and provide ongoing coaching throughout the year.
- Community member come to FMS each Wednesday morning to read with individual students.
- All FMS students will have visited two college campuses by the time they leave the middle school.

NWS Evaluation Team Comments:

The team commends the school on providing partnerships with businesses, community organizations and public and private entities.

<b>B2.g Teachers utilize digital technology for collaboration, delivery of content, innovative instructional practices, curriculum mapping, reflection, assessments, monitoring student progress, and communication.</b>	School Team 4	Eval Team 4
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School Team Comments:

- All teachers use google drive and participate in a “boot camp” with the instructional technology coordinator during the first week of school.
- Many teachers use google classroom, including EL and Special Education teachers to facilitate classroom learning experiences.
- Curriculum mapping is a collaborative process in our school and curriculum maps are stored electronically in Rubicon Atlas. All teachers and parents have access to view any map in the district.
- Digital technology is used during staff development to collaborate vertically and horizontally.
- Students are encouraged to become content producers through a variety of digital mediums.
- Several teachers each year apply for and receive technology innovation grants through district programs.
- For the last three years, teachers from FMS have proposed and received innovative technology grants from H.B. Fuller.
- After attending IB trainings, teachers continue to network with other workshop participants.
- The school uses electronic newsletters, email, and Campus parent portal to communicate with parents.

NWS Evaluation Team Comments:

Congratulations to the school for providing a variety of ways to teach through the use of digital technology. Teachers shared that they collaborate, deliver content, use digital technology for instruction, writing and reflecting, creating assessments, and monitoring students' progress. Teachers also may attend a FIT group (Fridley Instructional Technology). Additionally, teachers are provided technology PD through a Tech Cafe. All this leads to empowering learning and providing a culture of creativity.

<b>B2.h Professional development is evaluated by staff for evidence of impact on teaching practice and student engagement.</b>	School Team 3	Eval Team 3
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School Team Comments:

- Leadership teams work collaboratively to determine topics for professional development that meet the needs of all staff.
- Subject group teams are encouraged to develop their own action plans for subject group meetings that address the specific needs of that group.
- Special consideration is given to meeting the needs of teachers new to the district and each new teacher has a peer mentor.
- An evaluation survey is completed at the end of each staff development session and targets new learning, application of new learning, and future needs.

NWS Evaluation Team Comments:

The team commends the staff for actively participating in PD and evaluating and reflecting on how the PD meets their needs and the needs of their students. The team recommends that PD is evaluated by staff for evidence on impact on teacher practice and student engagement. A possibility would be to have teachers observe other teachers using new learning in their classrooms.

<b>B2.i Professional development and training includes information and strategies for meeting the needs of a diverse population and communicating with diverse families.</b>	School Team 3	Eval Team 3
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School Team Comments:

- EL and Special Education teachers participate in all staff development sessions and are available to assist with meeting the needs of all students.
- We are selective in designing staff development topics that address the diversity of our school population.
- This year we are working with Dr. Clay Cook from the University of Minnesota who is providing a framework to help us organize our Tier 1 supports for all students, which includes social and emotional support in addition to academic support.
- The administrators, coordinators and instructional leaders are working with Dr. Sharroky Hollie this year to guide us in becoming more culturally and linguistically responsive in our practices.

NWS Evaluation Team Comments:

The team commends the staff for continuing to see the need for PD and training in strategies that meet the needs of a diverse population, including communicating with diverse families.

<b>B2.j Programs and resources are available for parents that promote and support parental involvement in their child’s education. Feedback is gathered from parents and used to assist in planning family and community involvement activities.</b>	School Team 2	Eval Team 3
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School Team Comments:

- Through newsletters, the website, open house, and conferences, parents receive information about how to become active in our school and how to access a variety of supports for their students.
- Math nights are held for each grade level that invite parents into “do math” with their student.
- EL nights bring families into the building to celebrate all cultures.
- Information sessions are provided around MYP assessment and reporting practices in order to help parents develop a better understanding of this process.
- Parents frequently serve as supervisors for grade level and class field trips.
- We ask for parent feedback to help in planning future events. Although we do receive some feedback from parents, we hope to increase our parent participation as well as to have the parents who participate in school events better represent the student body as a whole.

NWS Evaluation Team Comments:

The team evidenced that the school does provide opportunities for parents to learn through newsletters, providing different, more accessible time slots for parents to view personal projects, and giving parents opportunities to be part of their child’s learning. The team recommends continuing to explore ways to gather parent feedback that reflects the school’s diversity and increasing parent involvement.

<b>B2.k Participation in family events by underrepresented families is consistently representative of the overall student demographics.</b>	School Team 2	Eval Team 3
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School Team Comments:

- Participation by families of underrepresented populations sometimes mirrors our student population. This often occurs during specific events such as EL nights and certain activities outside of the school day.
- However, other events do not necessarily bring in a diverse group of parents. This is definitely an area of growth for us.
- The district has recently added four family liaison positions to assist with family outreach and to serve our diverse population.

NWS Evaluation Team Comments:

The team commends the staff on having some participation of underrepresented families in events and conferences. This was evidenced by parents conversation in stating that they have opportunities to be part of the school. The team suggests that activities that draw from diverse populations be considered so as to encourage attendance by families less inclined to visit the school. Parents often respond to “a simple ask” if it’s done one-to-one. Perhaps a meeting of the students of such parents could result in good feedback as to what this “draw” might entail.

## **Section C: Curriculum**

### **Standard C1: Collaborative planning**

<p><b>C1.a Teachers collaborate in planning, reflecting on, evaluating, and adjusting units based on student achievement.</b></p> <p><i>(Standard C1 – PYP Question 1c4 rating, MYP and DP Question 1:4. Collaborative planning and reflection ensures that all teachers have an overview of students’ learning experiences.)</i></p> <p>and</p> <p><i>(Standard C- PYP Question 1c5 rating, MYP and DP Question 1:5. Collaborative planning and reflection is based on agreed expectations for student learning. )</i></p>	<p>School Team</p> <p>3</p>	<p>Eval Team</p> <p>4</p>
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School Team Comments:

- All unit planning in the school is done collaboratively and common summative assessments and rubrics are expected for all who teach the same course.
- Teachers have one day each month that is dedicated to MYP planning and evaluation.
- Teachers have one subject group meeting each month to plan and reflect on curriculum design, instruction, and assessment.
- Additional time is needed to improve standardization of assessment

NWS Evaluation Team Comments:

The team commends the staff for collaborating on unit planning, and discussing student achievement to help guide them in reteaching and providing enrichment. Teachers also shared that they collaborate when reflecting and evaluating units based on student achievement and make adjustments in the mapped curriculum and suggestions for future instructional methods and content delivery. This team collaboration leads to teachers who want to create a relevant learning experience and help students develop the skills students need to be successful.

<p><b>C1.b A written process of reflection, lesson evaluation, and adjustments has been developed and implemented that utilizes student achievement data and addresses areas where groups or individual student are not achieving the desired outcomes.</b></p> <p><i>(Standard C1 - PYP Question 1c7 rating, MYP and DP Question 1:7. Collaborative planning and reflection is informed by assessment of student work and learning.)</i></p>	<p>School Team</p> <p>3</p>	<p>Eval Team</p> <p>4</p>
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School Team Comments:

- Teachers meet regularly through the structures described in C1.a above. This time may be used to reflect on the effectiveness of their teaching by examining student achievement.
- New reporting only on a 0-8 scale this year will help us to focus on the data gathered through MYP assessments. Our pilot group last year discovered that by eliminating the focus on letter

grades, they were able to do a better job of defining and focusing on the performance levels of the four descriptor bands of the MYP rubrics.

- In preparing for our new reporting system, we have had deeper discussions about the data gathered through assessment and making sure that we all have the same understanding of each level.

NWS Evaluation Team Comments:

The team commends the staff on taking the time to record their reflections, use assessment data, and update mapped curriculum based on the above. This process was shared by teachers.

<b>Section C: Curriculum</b>		
<b>Standard C2: Written curriculum</b>		
<p><b>C2.a Integrated units that incorporate the IB learner profile have been developed and aligned to state standards and district curriculum at each grade level. These units provide greater rigor, depth, higher order thinking, and application of learning.</b></p> <p><i>((Standard C2 – Question 1:1 rating. The written curriculum is comprehensive and aligns with the requirements of the programme(s).)</i> and <i>(Standard C2 - Question 1:11 rating The written curriculum fosters development of the IB learner profile attributes.)</i></p>	School Team  4	Eval Team  4

School Team Comments:

- All written curriculum is stored in Rubicon Atlas and follows the MYP unit planner structure provided by the IB.
- We have added a specific field that requires teachers to identify the IB Learner Profile attributes that are developed through each unit and HOW those attributes are developed.
- Rubicon Atlas provides evidence of the MYP objectives and states standards that drive the instructional focus for each unit.
- Within each unit planner, ATL skills to be developed are identified along with explicit and implicit strategies for developing these skills.
- Assessments that are designed with the rubrics in each subject guide call for higher order of thinking and application of learning--especially in the 7 - 8 descriptor band.

- The school’s expectation is that all stand alone EL and Special Education courses are mapped using the MYP unit planner. EL and Special Education teachers support subject group teachers in designing differentiated and modified learning experiences for students.

NWS Evaluation Team Comments:

The team commends the district on providing a mapped curriculum that addresses all aspects of IB programming , aligns to state standards, focuses on higher thinking skills and supports EL and Special Education courses.

<b>C2.b Mapped curriculum is stored electronically with access for all teaching staff.</b> <i>(Standard C2 – Question 1:2 rating. The written curriculum is available to the school community.)</i>	School Team 4	Eval Team 4
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School Team Comments:

- Our repository for curriculum is Rubicon Atlas.
- All teachers have access to develop their own courses (collaboratively) and to view all maps in the district.
- There is also a public link to Rubicon Atlas where parents can view curriculum, but they do not have access to attachments within the system.
- Feedback on mapping is provided throughout the writing process and maps are reviewed annually by the coordinators.

NWS Evaluation Team Comments:

The team commends the school on providing mapped curriculum that is systematically stored electronically. Expectations are clearly set for staff to reflect and update maps throughout the school year.

<b>C2.c Mapped magnet curriculum includes lists and/or links to specific resources necessary for the units of study.</b>	School Team 3	Eval Team 3
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School Team Comments:

- All mapped curriculum contains lists of resources for each unit.
- If appropriate, links to resources are provided.
- We have discussed adding links for extended learning and additional community resources.

NWS Evaluation Team Comments:

The team commends the school for having linked resources to their curriculum maps.

<b>C2.d A systematic curriculum review process has been developed that addresses continuous school improvement, utilizes a curriculum mapping evaluation rubric and specifies the areas of the curriculum to be reviewed, evaluated and updated each year.</b>	School Team 4	Eval Team 4
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School Team Comments:

- Unit plans for all courses are reviewed by the coordinators. Feedback is shared through subject area leaders.
- Guidelines are provided that align with Evaluating MYP Unit Planners. These guidelines are also provided as “mouse-overs” in Rubicon Atlas.
- Feedback from Building Quality Curriculum has been shared with administrators and IB Leaders for each subject group. They will share this feedback with their subject groups.
- Feedback from BQC will be incorporated into our expectations for curriculum design.

NWS Evaluation Team Comments

The team commends the staff on having mapped curriculum that is monitored, evaluated and revised continually using guidelines.

<b>Section C: Curriculum</b> <b>Standard C3: Teaching and learning</b>		
<b>C3.a Instruction across content areas is linked to the IB framework and supports and engages higher level thinking skills for all students.</b> <i>(Standard C3 – Question 1:1 rating. Teaching and learning aligns with the requirements of the programme(s).)</i>	School Team 3	Eval Team 4

School Team Comments:

- Curriculum development at FMS is clearly aligned with the IB framework.

- Although most units of work engage students as inquirers and promote the development of higher levels of thinking, we have identified the need for some improvement here.
- We would like to see an increased focus on the creative process and innovation for all students.

NWS Evaluation Team Comments:

The team commends the staff for providing instruction in all content areas that support and engage students as inquirers, analyzers, evaluators, innovators and creators. We also commend you on your continuing work to improve in this area.

<p><b>C3.b Targeted re-teaching, acceleration, and enrichment are provided in all content areas.</b> (Standard C3 – Question 1:3 rating. Teaching and learning builds on what students know and can do.)</p>	<p>School Team 3</p>	<p>Eval Team 3</p>
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School Team Comments:

- All units are designed according to students’ prior knowledge. Knowledge and skills are articulated during vertical subject group meetings.
- Many teachers design daily work by reflecting on feedback from the previous day.
- Re-teaching also takes place prior to reassessment. This year our assessment practices require opportunities for all students to reassess. Specific reassessment policies are determined by subject areas and grade levels.
- Many units are designed with enrichment opportunities; however, well designed MYP assessments provide opportunities for higher level thinking and enrichment through the highest descriptor band.
- Differentiating for all students in all units of instruction is an area for additional growth for us.

NWS Evaluation Team Comments:

The team commends the staff for their work to provide instruction for reteaching and enrichments in the areas of math and reading. This was evidenced by talking with IB Coordinator and principal where they stated that reading intervention, a double block of math and the development of a multi-tiered structure was created to provide learning for all.

<p><b>C3.c Mapped magnet curriculum incorporates innovative instructional methods; assessments linked directly to units of study, and include teacher</b></p>	<p>School Team</p>	<p>Eval Team</p>
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<b>reflection and adjustments.</b> <i>(Standard C3 – Question 1:11 rating. Teaching and learning incorporates a range of resources, including information technologies.)</i>	4	4
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School Team Comments:

- All mapped curriculum includes a description of instructional methods and learning experiences designed to engage all students in the learning.
- Evidence of differentiation for students can be found in our curriculum maps. This is a required field.
- Assessments (formative and summative) are identified in the curriculum maps. Teachers are required to articulate how the summative assessment measures conceptual understanding conveyed by the unit’s statement of inquiry. Formative assessments support the unit objectives and build toward student success on the summative assessment.
- Teacher reflection is also required in the unit planner--before, during, and after completion of the unit.

NWS Evaluation Team Comments:

The team commends the staff for creating units that provides differentiation for students, a variety of formative and summative assessments, and taking the time to reflect upon their units.

<b>C3.d Students access and utilize digital technology to enhance learning.</b> <i>(Standard C3 – Question 1:11 rating. Teaching and learning incorporates a range of resources, including information technologies.)</i>	School Team 3	Eval Team 3
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School Team Comments:

- All students have a school gmail account and a google drive.
- All students participate in a “boot camp” during the first week of school to ensure that they are able to log in to their accounts.
- The school has five physical computer labs that classes can access.
- The school has 7 mobile carts available for check out.
- Most math classes have their own computer carts since the curriculum design is built around collaborative work.
- Teachers have written a variety of innovation grants and have received additional digital resources for their classes.

- Several teachers have been recognized at the TIES conference.
- Our Technology Integration Coordinator works with teachers to assist them in using a variety of technologies to deliver their curriculum.
- Once each year, the middle school dedicates one staff development morning to holding a “Tech Cafe” where teachers share new ways they have integrated technology into their classes.
- We have encouraged students to become content producers and to share their products with authentic audiences outside of the school community.

NWS Evaluation Team Comments:

The team commends the school on providing digital technology access to all students by allowing them opportunities to explore, expand on their innovative ideas, demonstrate learning in a variety of formats, and encouraging students to share their products to authentic audiences outside the school community. Research has shown that when teachers allow students to produce their work for viewers in a real-world context, much more creativity and accuracy occur within the work.

<p><b>C3.e Opportunities for students to apply knowledge and connect learning in a real life context are planned for and provided.</b></p>	School Team	Eval Team
<p>(Standard C3 – Question 1:12 rating. Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students’ own needs and the needs of others.) and (Standard C3- Question 1:13 rating. Teaching and learning engages students in reflecting on how, what and why they are learning.) and (Standard C3 - Question 1:14 rating. Teaching and learning fosters a stimulating learning environment based on understanding and respect.)</p>	3	4

School Team Comments:

- Through use of the MYP global contexts, learning is connected to the real world.
- Global contexts are incorporated into the statements of inquiry which drive the unit development.
- Last year’s staff development was based on Alan November’s, *Who Owns the Learning*, which encourages students to create products for authentic audiences.

- Teachers are encouraged to use the GRASPS model to design summative assessments when appropriate.
- Teachers at the middle school provide guidance for students and model taking action as a result of their learning. Our goal is to provide guidance in the early years of the program, preparing students to take action independently as they move through the program and into the DP and CP.

NWS Evaluation Team Comments:

The team commends the work that staff has done in providing opportunities for students to apply their knowledge and connect learning in a real life context. This was evidenced by students sharing why and how they learn and the importance of what they are learning.

<b>C3.f Students access and utilize digital technology to enhance learning.</b>	School Team 2	Eval Team 3
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School Team Comments:

- The district has developed and implemented a technology plan.
- We continue to update our devices and access for all students.
- A recent referendum has allowed us to make improvements in our infrastructure.
- Students use technology to to develop research skills, collaboration skills, information literacy skills, and communication skills.
- Please see the technology plan documents included in each evaluator’s folder.

NWS Evaluation Team Comments:

A plan is in place for digital technology. The plan includes strategies, resources and a timeline, plus Indicators of Success.

<b>Communication:</b>		
<p><b>A system of meaningful communication system between school and families has been developed and implemented.</b></p> <p><i>(Standard C4 – PYP Question 1:2 rating, MYP and DP Question 2:2 rating. The school communicates its assessment philosophy, policy and procedures to the school community.)</i></p> <p>and</p> <p><i>(Standard C4 – PYP Question 1:6 rating, MYP and DP Question 2:6 rating. The school has</i></p>	School Team 3	Eval Team 3

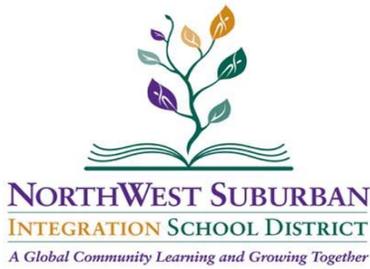
systems for reporting student progress aligned with the assessment philosophy of the programme(s.)		
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School Team Comments:

- District communications include:
  - Quarterly Bulletins to the community
  - Monthly publication, *Did You Know?*
  - Annual Report
- Fridley Middle School uses a number of vehicles to communicate with parents and the community.
  - Grade level newsletters
  - Phone calls and emails
  - Deans for each grade level
  - Open House
  - Conferences and Intervention Conferences
  - Some teacher websites and blogs
  - Language lines and translated documents
  - Regular progress reports
  - Digital access through Parent Portal
  - Report Cards
    - Academic Achievement will reported through a 0 -8 score for each of the MYP criterion for each subject group
    - Approaches to Learning Skills will be reported through a score of E, M, P, or D. (Exceeds, Meets, Partially meets, Does not meet)
    - Narrative comments may be included.
- We have a Parent Advisory Committee to bring the parent voice into the building as well as a number of ways to incorporate parent feedback. However, we feel that the parents we are hearing from do not represent the diversity of our student body.

NWS Evaluation Team Comments:

The school is to be commended on the number of ways parents and teachers can communicate with each other, not only through the district but also through the middle school. We further commend you on providing a Parent Advisory Committee to bring the voice of parents into the building. The team would recommend that this committee create a survey (or another method) to be given to parents asking what additional needs and ideas they have.



# IB Magnet Program Developmental Checklist

School   Fridley HS  

Date of Evaluation   10/12/16  

School or Site Team Member:

*Use the Performance Review Rubric to identify the level of performance for each of the expectations listed. The rating scale from 1 – 4, is indicated on the Performance Review Rubric. Evidence for the score should be cited under **Comments** in each box. If applicable you may cite the source from the list of “possible supporting documents” is available on site.*

**School/Site Team Members: Melissa Jordan, Director of NWSISD, Lauren Hildebrand, IB Consultant, Mary Alberts, Educational Consultant, Jolanda Dranchak, CIC Art Anoka Middle School, Ellen Plum, ART teacher, Northview MS**

<b>Section A: Philosophy</b>		
<p><b>A1 Student participation in rigorous courses of study, specialized programs, and/or activities is consistently representative of the overall student demographics.</b></p> <p><i>(Standard A- Question 4. The MYP is intended to be an inclusive programme for all students. Does the school involve the full cohort of students in every year that the MYP is offered?)</i> or <i>(Standard A- Question 4. What strategies has the school implemented to encourage a higher degree of student participation in the Diploma Programme?)</i></p>	<p>School Team</p> <p>4</p>	<p>Eval Team</p> <p>4</p>

School Team Comments:

- All students 9-12 participate in IB courses
- DP Lang/Lit and DP Global Studies is required curriculum for graduation
- All 10th graders participate in Personal Project regardless of Special Ed/EL needs
- School is taking extra effort looking at access to activities for all students to ensure equal opportunities for all students.

NWS Evaluation Team Comments:

The team commends the school on including all students in rigorous courses of study, specialized programs and activities. This was evidenced through conversation with teachers, the principal, and the leadership committee.

<p><b>A2 Students and families understand and can articulate how the IB school differs from a traditional school.</b></p> <p><i>(Standard A- PYP Question 4, MYP and DP Question 5. Include a brief summary of the perceptions of the parent community regarding the implementation of the programme at the school and its impact on their children.)</i></p> <p>and</p> <p><i>(Standard A- PYP Question 5, MYP and DP Question 6. Include a brief summary of the perception of the students regarding the implementation of the programme and its impact on them. Include the perceptions of students who have completed the programme in the school has had the opportunity of involving them in the process.)</i></p>	<p>School Team</p> <p>3</p>	<p>Eval Team</p> <p>4</p>
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School Team Comments:

- Parent information sessions are offered regularly
- Student conversations reflect knowledge about IB

NWS Evaluation Team Comments:

The team commends the staff on educating their parents and students on how IB schools differ from traditional schools. In conversation with parents and students, both groups shared the importance of how Fridley HS creates educational opportunities that encourage collaboration, help students make informed, reasoned, ethical judgements, persevere, and inspire students to ask questions. One parent commented that IB provides students with a greater sense of what community is all about.

<p><b>A3 Staff clearly understands and can articulate the uniqueness of the IB programme and school.</b></p> <p><i>(Standard A– PYP Question 6.3 rating, and MYP and DP Question 7.3 rating. The school community demonstrates an understanding of, and commitment to, the programme(s).)</i></p>	<p>School Team</p> <p>4</p>	<p>Eval Team</p> <p>4</p>
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School Team Comments:

- All new staff undergoes 3 days of in-house IB training in which they are assigned an elevator speech about what makes an IB school unique.

NWS Evaluation Team Comments:

The team commends the staff for being able to articulate what is unique about teaching in an IB school.

## Section B: Organization

### Standard B1: Leadership and structure

**B1 The principal participates in and/or leads professional development and monitors/evaluates professional development activities for impact on teacher practice and student achievement.**

*(Standard B1– PYP and DP Question 6.3 rating, MYP Question 8.3 rating. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).)*

School Team

3

Eval Team

3

School Team Comments:

- The principal is the building leader for professional development. Since she is new to IB she currently defers to the coordinators to lead training in this area, but she is registered for upcoming trainings this year and has attended the IB Conference of the Americas.

NWS Evaluation Team Comments:

The team commends the principal for providing professional development for her staff and continuing her own training to learn about and lead an IB school. If we want innovation to flourish in our schools, we have to be willing to immerse ourselves in the environment where it is going to happen. (George Couros)

## Section B: Organization

### Standard B2: Resources and support

**B2.a Collaboration between classroom and/or content area teachers, special education, ELL, Title I, etc. is scheduled and planned for by the building and/or district.**

*(Standard B2- Question 3. Identify types and objectives of pedagogical team leadership meetings, giving details of participants and frequency.)*

School Team

3

Eval Team

4

School Team Comments:

- There are several collaboration times scheduled: 2.5 district staff development days, Thursday morning staff development, once per month subject group meetings, and twice weekly “TIGER Times”.
- Some of this time is unsupervised by administrative staff but accountability measures are built into the agendas.

NWS Evaluation Team Comments:

The team feels the principal and staff do an extraordinary job of collaborating with each other and providing time to plan for student achievement.

<p><b>B2.b ELL, Special Education, and Title 1 teachers work collaboratively during curriculum writing and teaching.</b></p> <p><i>(Standard B2- PYP and MYP Question 5:8 rating, DP Question 6:8 rating. The school provides support for its students with learning and/or special educational needs and support for their teachers.)</i></p>	<p>School Team</p> <p>3</p>	<p>Eval Team</p> <p>3</p>
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School Team Comments:

- All teachers work in interdisciplinary groups during TIGERTime
- Summer curriculum writing hours were given to pairs of gened/sped teachers to collaboratively modify elective curriculum for accessibility for sped students.
- Special ed teachers generally team with one department so they are familiar with that curriculum.

NWS Evaluation Team Comments:

The team commends the staff for their collaboration with EL and Special Education during the curriculum writing. We also heard from these specialist teachers about the importance of understanding what is happening in the regular classroom. The team would recommend that creating more opportunities for co-teaching would be beneficial in supporting learners.

<p><b>B2.c There is a timeline and plan that incorporates the required IB-</b></p>	<p>School Team</p>	<p>Eval Team</p>
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<b>recognized professional development annually for each staff member.</b> <i>(Standard B2- PYP and MYP Question 5:3 rating, DP Question 6:3 rating. The school ensures that teachers and administrators receive IB-recognized professional development.)</i>	4	4
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School Team Comments:

- Planning is done for official IB training and MNIB workshops and roundtables during the annual budgeting process and adjustments are made as needed through IB/Admin meetings.

NWS Evaluation Team Comments:

The team commends the school on being committed to a plan that supports the professional development of IB for all staff.

<b>B2.d Teachers collaborate on developing common units with lessons that contain enduring understandings, essential questions, and common assessments.</b> <i>(Standard B2- PYP and MYP Question 5:4 rating, DP Question 6:4 rating. The school provides dedicated time for teachers' collaborative planning and reflection.)</i>	School Team 3	Eval Team 3
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School Team Comments:

- We currently have one interdisciplinary unit in Grade 10, and the personal project is a collaborative effort through the 10th grade teachers.
- DP Science Teachers collaborate on the Group 4 Project annually.

NWS Evaluation Team Comments:

The team commends the staff on their work in developing interdisciplinary units; we encourage staff to continue this work.

<b>B2.e The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).</b> <i>(Standard B2- PYP and MYP Question 5:5 rating, DP Question 6:5 rating. The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).)</i>	School Team 4	Eval Team 4
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School Team Comments:

- Media Center, Chromebooks. Computer Labs, Science Labs, music and art spaces, physical education spaces, auditorium, SmartBoards, Google classroom, etc.

NWS Evaluation Team Comments:

The team commends the school on having evidence of IB clearly displayed around the building. We also evidenced that teachers and students use language and vocabulary that support the IB programme. The team also noted that currently the media center is in the process of being remodeled. When it is complete, we hope that this area really shows, through resources and decor, the support for the IB programme, the needs of the staff and students, and reflects itself as the “hub of the school,” both visually and philosophically.

<b>B2.f The school utilizes the resources and expertise of the community to enhance learning within the programme(s).</b>	School Team	Eval Team
<i>(Standard B2- PYP and MYP Question 5:11 rating, DP Question 6:11 rating. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).)</i>	3	4

School Team Comments:

- Partnerships through Perkins, STEM and CTE organizations support the CP
- Partnerships through U of M and History Center for History Day
- Springbrook, EMR/EMT partnership, Global MN, TED Ed,
- FASTBridge partnerships with U of M (Reading)
- Math Talks/Terry Wyberg
- New Work transitions program starting

NWS Evaluation Team Comments:

The team commends the school on developing multiple partnerships with businesses, community organizations, public and private entities, and higher education institutions that enhance the professional development opportunities for the staff and IB experience for students.

<b>B2.g Teachers utilize digital technology for collaboration, delivery of content, innovative instructional practices, curriculum mapping, reflection,</b>	School Team	Eval Team
	4	

<b>assessments, monitoring student progress, and communication.</b>		4
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School Team Comments:

- Nearly all teachers are utilizing Google classroom
- All mapping is done collaboratively through ATLAS
- Communication with parents through Campus Portal, Messenger
- Communication with students through school google email
- Instructional Technology Team for content delivery

NWS Evaluation Team Comments:

The team commends the teachers on their use of digital technology for the purpose of collaboration, delivery of content, curriculum mapping, communication with parents, and monitoring student progress.

<b>B2.h Professional development is evaluated by staff for evidence of impact on teaching practice and student engagement.</b>	School Team 3	Eval Team 3
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School Team Comments:

- Each professional development day includes a formative check for teachers assessing the effectiveness of the training, the “takeaways”, and solicits feedback for next steps. This is reviewed by various PD teams.

NWS Evaluation Team Comments:

The team commends the school for providing a formative check for teachers to evaluate the effectiveness of the the training. We would recommend that teachers are given opportunities to see models or model their learning to help with producing an impact on teacher practice and student engagement.

<b>B2.i Professional development and training includes information and</b>	School Team	Eval Team
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<b>strategies for meeting the needs of a diverse population and communicating with diverse families.</b>	4	3
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School Team Comments:

- AVID Schoolwide Strategies
- Family engagement (partner with NWSISD)
- Access and Equity Strategies through NEXUS at Science Museum
- Beginning partnership with Dr. Sharroky Hollie and Culturally Responsive Teaching

NWS Evaluation Team Comments:

The team commends the staff for their ongoing work in meeting the needs of a diverse population and communicating with diverse families. The team recognizes that there are strategies in place and feel that this will continue to be an area of growth as you continue to fine tune these strategies.

<b>B2.j Programs and resources are available for parents that promote and support parental involvement in their child’s education. Feedback is gathered from parents and used to assist in planning family and community involvement activities.</b>	School Team 2	Eval Team 2
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School Team Comments:

- Resources and programs are available for parents who seek them out or ask for them.
- More outreach is needed.

NWS Evaluation Team Comments:

The team recognizes that staff has resources available to give to parents upon request. The team would recommend that that parents be given an opportunity to share what they need and in what form they would like to receive this information. Parents did share they like being able to meet people from other ethnic backgrounds, the caring attitude of teachers, and the support their child receives when needed. They did share that a challenging concern was the understanding of how behaviors in the classroom were (or were not) handled. They were sure that some behaviors were not acceptable but that practices and follow-through varied from classroom to classroom.

<b>B2.k Participation in family events by underrepresented families is consistently representative of the overall student demographics.</b>	School Team 3	Eval Team 3
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School Team Comments:

- Low participation in conferences
- High participation for athletic events, personal project night, History Day, etc.

NWS Evaluation Team Comments:

The team commends the school for getting underrepresented families involved in school activities. The low participation during conferences continues to be an area of concern for all high schools. The team would suggest looking at possibly conferencing using digital technology or providing a different format for conferences.

<b>Section C: Curriculum</b>		
<b>Standard C1: Collaborative planning</b>		
<b>C1.a Teachers collaborate in planning, reflecting on, evaluating, and adjusting units based on student achievement.</b>  <i>(Standard C1 – PYP Question 1c4 rating, MYP and DP Question 1:4. Collaborative planning and reflection ensures that all teachers have an overview of students’ learning experiences.)</i> and <i>(Standard C- PYP Question 1c5 rating, MYP and DP Question 1:5. Collaborative planning and reflection is based on agreed expectations for student learning. )</i>	School Team 3	Eval Team 3

School Team Comments:

- All mapping is done collaboratively
- Subject Group Meetings, staff development days, summer writing
- Reflections not done consistently

NWS Evaluation Team Comments:

The team commends the teachers for collaborating when mapping and planning units. We would highly recommend that teachers have a formal way of reflecting and evaluating units based on student achievement and make adjustments in mapped curriculum for future instructional methods and content delivery. We know that reflection is crucial for moving forward, as well as it being a requirement of the programme.

<p><b>C1.b A written process of reflection, lesson evaluation, and adjustments has been developed and implemented that utilizes student achievement data and addresses areas where groups or individual student are not achieving the desired outcomes.</b></p> <p><i>(Standard C1 - PYP Question 1c7 rating, MYP and DP Question 1:7. Collaborative planning and reflection is informed by assessment of student work and learning.)</i></p>	<p>School Team 2</p>	<p>Eval Team 2</p>
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School Team Comments:

- Building goals and strategies set annually based on data
- Reflection by teachers on annual DP scores leads to adjustments in maps
- AROI study and consulting on reading program
- District Math Coordinator working with teachers on placements and curriculum adjustments to meet student needs

NWS Evaluation Team Comments:

The team recognizes that teachers set goals and use strategies to improve student achievement. The team recommends that teachers be given a process for recording their reflections on lessons/units and use assessment data to address underachievement more systematically.

<p><b>Section C: Curriculum</b></p> <p><b>Standard C2: Written curriculum</b></p>		
<p><b>C2.a Integrated units that incorporate the IB learner profile have been developed and aligned to state standards and district curriculum at each</b></p>	<p>School Team 4</p>	<p>Eval Team</p>

<p><b>grade level. These units provide greater rigor, depth, higher order thinking, and application of learning.</b></p> <p><i>(Standard C2 – Question 1:1 rating. The written curriculum is comprehensive and aligns with the requirements of the programme(s).)</i> and <i>(Standard C2 - Question 1:11 rating The written curriculum fosters development of the IB learner profile attributes.)</i></p>		4
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School Team Comments:

- all courses mapped with MYP Next Chapter planners - currently finishing this transition
- all DP courses mapped with DP requirements

NWS Evaluation Team Comments:

The team commends the staff for their work in integrating units that incorporate the IB Learner Profile and align to state standards. In doing so you have created units that provide rigor, depth, higher order thinking and application of student learning to real life.

<p><b>C2.b Mapped curriculum is stored electronically with access for all teaching staff.</b></p> <p><i>(Standard C2 – Question 1:2 rating. The written curriculum is available to the school community.)</i></p>	School Team 4	Eval Team 3
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School Team Comments:

- All curriculum stored in ATLAS with collaborative access to all teachers of a course.

NWS Evaluation Team Comments:

The team commends the district for providing a tool to assist teachers in mapping curriculum. We would suggest that the expectation of staff to reflect and update be reiterated throughout the year.

<b>C2.c Mapped magnet curriculum includes lists and/or links to specific resources necessary for the units of study.</b>	School Team	Eval Team
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School Team Comments:

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NWS Evaluation Team Comments: Not complete

<b>C2.d A systematic curriculum review process has been developed that addresses continuous school improvement, utilizes a curriculum mapping evaluation rubric and specifies the areas of the curriculum to be reviewed, evaluated and updated each year.</b>	School Team 3	Eval Team 3
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School Team Comments:

- MYP Planners use Evaluating MYP Unit Planner rubrics
- Mapping resources developed for all subject areas
- Maps routinely reviewed by coordinators

NWS Evaluation Team Comments

The team commends the school for having a curriculum review process that addresses continuous school improvement. The team also recognizes that rubrics are being used to evaluate the maps and would recommend that rubrics be adjusted over time to reflect new understandings of instruction.

<b>Section C: Curriculum</b>		
<b>Standard C3: Teaching and learning</b>		
<b>C3.a Instruction across content areas is linked to the IB framework and supports and engages higher level thinking skills for all students.</b> <i>(Standard C3 – Question 1:1 rating. Teaching and learning aligns with the requirements of the programme(s).)</i>	School Team 4	Eval Team 4

School Team Comments:

- Use of approaches to learning skill instruction
- Supported by Charlotte Danielson framework
- Supported by AVID schoolwide strategies for rigor and inquiry

NWS Evaluation Team Comments:

The team commends the teachers for providing instruction that supports students in making informed decisions, to ask questions, set challenging goals, develop persistence to achieve them and inspire a lifelong quest for learning. Students themselves shared that they are encouraged: “Teachers push us to our limits; what we learn builds our character; our discussions are around theory and facts. They make us think more.”

<b>C3.b Targeted re-teaching, acceleration, and enrichment are provided in all content areas.</b> <i>(Standard C3 – Question 1:3 rating. Teaching and learning builds on what students know and can do.)</i>	School Team 3	Eval Team 3
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School Team Comments:

- Targeted reteaching and reassessment present in all classes
- Acceleration and enrichment present in several areas, usually in the form of student choice in projects or assessments

NWS Evaluation Team Comments:

The team commends the staff on providing methods for reteaching, acceleration and/or enrichment.

<b>C3.c Mapped magnet curriculum incorporates innovative instructional methods; assessments linked directly to units of study, and include teacher reflection and adjustments.</b> <i>(Standard C3 – Question 1:11 rating. Teaching and learning incorporates a range of resources, including information technologies.)</i>	School Team 4	Eval Team 4
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School Team Comments:

- Assessments aligned to IB objectives and state standards

- See above B2.e

NWS Evaluation Team Comments:

The team commends the staff for incorporating innovative instructional methods, using a variety of types of assessments, and providing a place for teacher reflection and adjustments.

<p><b>C3.d Students access and utilize digital technology to enhance learning.</b>  <i>(Standard C3 – Question 1:11 rating. Teaching and learning incorporates a range of resources, including information technologies.)</i></p>	<p>School Team 4</p>	<p>Eval Team 3</p>
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School Team Comments:

- See above B2.e

NWS Evaluation Team Comments:

The team recognizes that digital technology is being used by students for re-learning topics and concepts, research, and collaborating with teachers. We did not evidence where students used technology to explore real-world issues and solve authentic problems, create and share meaningful digital content that contributes to the learning of others, or set and monitor their own goals. We would recommend students create an e-portfolio or some other technology to answer the above.

<p><b>C3.e Opportunities for students to apply knowledge and connect learning in a real life context are planned for and provided.</b>  <i>(Standard C3 – Question 1:12 rating. Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students’ own needs and the needs of others.)</i>  and  <i>(Standard C3- Question 1:13 rating. Teaching and learning engages students in reflecting on how, what and why they are learning.)</i>  and  <i>(Standard C3 - Question 1:14 rating. Teaching and learning fosters a stimulating learning environment based on understanding and respect.)</i></p>	<p>School Team 3 best fit</p>	<p>Eval Team 4</p>
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School Team Comments:

- Connections to real-life experiences
- Engagement in real-world issues

NWS Evaluation Team Comments:

The team commends the school for providing opportunities for students to develop attitudes and skills that allow for meaningful student action through connecting their learning to real-life experiences while exploring real-world issues and solving authentic problems. Students shared that teachers pushed them to go beyond the facts and think about an issue, write about it and act on it.

<b>C3.f Students access and utilize digital technology to enhance learning.</b>	School Team 3 best fit	Eval Team 3
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School Team Comments:

- Students and staff utilizing technology
- Plan is in progress

NWS Evaluation Team Comments:

The team commends the school on having a plan for digital technology and ensuring students use of digital technology.

<b>Communication:</b>		
<p><b>A system of meaningful communication system between school and families has been developed and implemented.</b></p> <p><i>(Standard C4 – PYP Question 1:2 rating, MYP and DP Question 2:2 rating. The school communicates its assessment philosophy, policy and procedures to the school community.)</i> and <i>(Standard C4 – PYP Question 1:6 rating, MYP and DP Question 2:6 rating. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).)</i></p>	School Team 2	Eval Team 3

School Team Comments:

- Monthly parent newsletters
- Conferences - parent info sessions and resources
- Campus messenger and portal

NWS Evaluation Team Comments:

The team commends the school for having a system in place for ongoing parent and family communication that shares information and provides up-to-date information on student progress. The team recommends a more articulated and intentional method for parents to provide feedback to the school.

**JOINT POWERS AGREEMENT  
FOR  
NORTH SUBURBAN POST-SECONDARY SUCCESS CONSORTIUM**

This Agreement is made and entered into pursuant to Minnesota Statutes §471.59, between Mounds View Public Schools (Independent School District No. 621), Roseville Area Public Schools (Independent School District No. 623), Fridley Public Schools (Independent School District No. 14); Columbia Heights Public Schools (Independent School District No. 13); and Spring Lake Park Schools (Independent School District No. 16), collectively known as the North Suburban Post-Secondary Success Consortium (hereinafter “Consortium”).

WHEREAS, the members of the Consortium have a mutual interest in providing programs, services and activities aimed at post-secondary success for all students; and

WHEREAS, the Consortium members recognize the benefit of collaboration and coordination in making programs, services and activities available to members of the Consortium.

NOW, THEREFORE, it is hereby agreed by and between the parties as follows:

**I. Purpose.**

The purpose of this Joint Powers Agreement is to describe the Consortium organization, including responsibilities and opportunities.

**II. Definitions.**

*Additional Member* means an organization that becomes a member of the Consortium that is not an Initial Member, as defined in this section.

*Consortium* means the governmental entities that have executed this Agreement, subject to changes through withdrawal and addition of members as permitted under this Agreement.

*Executive Committee* means the committee established pursuant to this Agreement with the duties and responsibilities set forth in this Agreement.

*Initial Member* means one of the original signatories to this Agreement.

*Lead Member* means the Consortium member(s) designated as the contact for the Consortium, with the responsibilities and rights described in this Agreement. More than one Lead

Member may be designated for particular purposes. When necessary, the Lead Member(s) may serve as a fiscal agent.

***Members*** means Initial Members and Additional Members of the Consortium.

***Annual Plan*** means the set of activities, programs and/or services undertaken or offered by the Consortium each year pursuant to a written plan completed and adopted by the Executive Committee by March 1. The Annual Plan shall be for a twelve month period (July 1 through June 30).

### **III. Consortium Organizational Description.**

A. **Purpose.** The Consortium intends to initiate and/or supplement activities, programs and services in partnership with the Members to achieve the following goals:

1. To maximize programs, services and activities to students and staff to promote post-secondary success for students;
2. Financial efficiency and the leveraging of resources in order to implement programs and offer services and activities that meet the needs and goals of individual Members; and
3. To partially or fully satisfy the requirements for the Members' Achievement and Integration Plans under Minnesota Statutes §124D.861 and the World's Best Work Force legislation, Minnesota Statutes §120B.11.

B. **Status.** This Agreement is for a cooperative venture, and it is not intended to create a separate, free-standing entity. Property will not be owned in the name of the Consortium, nor will it have its own employees. Consortium contracts must be approved and executed by the Member school boards.

C. **Membership in Consortium.**

1. Any "governmental unit," as defined in Minnesota Statutes §471.59, is eligible to become a Member of the Consortium and may do so following approval of the Executive Committee and upon execution of a copy of this Agreement by the governmental unit's authorized representatives. Additional Members may be added at any time.
2. Initial Members of the Consortium are:

Mounds View Public Schools, Roseville Area Public Schools, Fridley Public Schools, Columbia Heights Public Schools, and Spring Lake Park Schools.

3. Initial Members have the following rights/responsibilities:

- (a) To designate one individual to serve on the Executive Committee;
- (b) To be designated as a Lead Member;
- (c) To be apprised of the Consortium's Annual Plan, as developed by the Executive Committee; and
- (d) To participate in and utilize the services, programs or activities in the Annual Plan, at the election of each Member's representative on the Executive Committee.

D. Executive Committee

1. Upon commencement of this Agreement, the Initial Members shall each designate its Superintendent to serve on the Executive Committee.
2. The Executive Committee shall perform such duties as necessary to promote the purpose and goals of this Agreement, including, but not limited to:
  - (a) Adoption of an Annual Plan by March 1 for each upcoming fiscal year (July 1 – June 30) which includes the programs, services and activities of the Consortium. The Annual Plan may be modified during a fiscal year by the Executive Committee;
  - (b) Determine the costs of each program/service/activity offered and available to the Members under the Annual Plan, subject to modification during the fiscal year;
  - (c) Determine the annual fee to each Member of the Consortium based on the Member's election to participate in or utilize particular services, programs or activities available under the Annual Plan, subject to modification during the fiscal year;
  - (d) Determine the process and timelines for the Members' election to participate in or utilize services/programs/activities;
  - (e) Oversight of the Annual Plan;
  - (f) Designation on an annual basis of the Member(s) to serve as the Lead Member(s) for the Consortium;
  - (g) Adoption and modification of Consortium policies and procedures, as needed.
3. Convene Executive Committee meetings, as needed. The Executive Committee shall meet at least quarterly.

4. Decisions of the Executive Committee shall be by majority vote of the Executive Committee in attendance, provided a quorum (more than half the members) is present. Each Executive Committee member shall have one vote.
5. Each Additional Member of the Consortium shall designate a voting representative to the Executive Committee.

E. Lead Member

1. The Lead Member(s) shall have the authority and responsibility to take the necessary steps to establish the programs, services and activities identified in the Annual Plan, including, but not limited to:
  - (a) Proposing an annual budget to the Executive Committee, issuing invoices to Members, collecting fees from Members, and making authorized payments on behalf of the Consortium.
  - (b) Maintaining any necessary records, Consortium information materials and other documents related to the Consortium's services, programs and activities, as set forth in the Annual Plan.
2. The Lead Member(s) shall serve as a central point of contact for the Consortium.
3. The Lead Member(s) shall provide quarterly reports to the Executive Committee on the status of the Annual Plan, the budget, and other matters pertinent to the Annual Plan.

**IV. Consortium Activities.**

The Consortium will develop the Annual Plan for a range of programs, services and activities aimed at accomplishing the purpose and goals of the Consortium. The activities may include, but are not limited to, the following:

1. Professional development activities;
2. Student programming and activities aimed at college and career readiness;
3. Advocacy; and
4. Legislative activities.

**Costs and Payments.**

A. Costs.

1. The costs of the program/services/activities in the budget for the Annual Plan shall be shared among Members based on a Member's election to utilize or participate in particular programs/services/activities. A Member's annual financial

contribution shall be determined by the Executive Committee. The Executive Committee may modify the costs and financial contributions during the fiscal year, as needed.

**B. Payment.**

1. The Lead Member(s) shall invoice each Member quarterly for its share of the budget for the Annual Plan.
2. Each Member shall make payment to the Consortium as soon as possible after receipt of the invoice, but no later than 30 days from receipt.
3. Members shall not be liable for the failure of any Consortium Member to pay for programs/services/activities for which it was invoiced.
4. If a Member's school board fails to appropriate adequate funds to meet its budget obligations, the Member shall notify the other Members as soon as possible, but no later than 30 days after the appropriation decision. If the Member elects to withdraw from the Consortium in accordance with the provisions of this Agreement, the Member shall be responsible for its share of contribution to the Consortium budget up to the effective date of the withdrawal from the Consortium.

**V. Term.**

The term of this Agreement shall commence on July 1, 2017 and will remain in effect subject to termination as described in this Agreement.

**VI. Withdrawal and Termination.**

1. A Member may withdraw from the Consortium upon 60 days' written notice to all other Members. A withdrawing Member shall satisfy all of its financial responsibilities and other commitments up to the effective date of withdrawal.
2. This Agreement shall terminate:
  - (a) Upon written agreement of all Members;
  - (b) Upon operation of law or court order; or
  - (c) When there are no more than two Consortium Members.
3. Upon termination, each of the Members shall satisfy all financial obligations and other commitments.

**VII. Indemnification and Limitation of Liability.**

- A. Action by parties to this Agreement are intended to be and shall be construed as a “cooperative activity” and it is the intent of the parties that they shall be deemed a “single government unit” for the purposes of liability, as set forth in Minnesota Statutes §471.59, subd. 1a(a), provided further that for purposes of that statute, each party to this Agreement expressly declines responsibility for the acts or omissions of the other parties.
- B. To the fullest extent permitted by law, each Consortium Member agrees to defend and indemnify the other Members, their school board members, employees, and volunteers, from and against all claims, damages, losses, and expenses, including attorneys’ fees, arising out of or resulting from the activities under this Agreement; but only to the extent caused in whole or in part by the negligent acts, errors or omissions of the Member, or anyone directly or indirectly employed or hired by the Member or anyone whose acts the Member may be liable.
- C. Nothing in this section shall be construed as a waiver by any Consortium Member of any immunity, defenses or other limitations on liability to which the Member is entitled by law.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed on the dates executed below.

Date: \_\_\_\_\_

Independent School District No. 621,  
Mounds View Public Schools

By \_\_\_\_\_  
Board Member

Date: \_\_\_\_\_

Independent School District No. 623,  
Roseville Area Public Schools

By \_\_\_\_\_  
Board Member

Date: \_\_\_\_\_

Independent School District No. 14,  
Fridley Public Schools

By \_\_\_\_\_  
Board Member

Date: \_\_\_\_\_

Independent School District No. 13,  
Columbia Heights Public Schools

By \_\_\_\_\_  
Board Member

Date: \_\_\_\_\_

Independent School District No. 16,  
Spring Lake Park Schools

By \_\_\_\_\_  
Board Member

## 2016-17 School District Calendar of Events

Month	Day	Time	Location	Event	Attendees	
<b>N o v e m b e r</b>	<b>November 2016</b>					
	8	Election Day				
	9	2:15 - 3:00 PM	FMS	Veterans Day Program	Chris	
	11	No School - Evaluation/Planning Day				
	11-12	7:00 - 9:00 PM	FHS	Fall Musical		
	15	4:00 - 8:00 PM	RLS	Stevenson Fall Conferences		Donna
		4:00 - 8:00 PM	Hayes	Hayes Fall Conferences		
		5:30 PM Work Session 7:00 PM Public Forum 7:30 PM Business Meeting	Fridley City Council Chambers	School Board Meeting (Fridley City Hall)		Chris, Marcia, Kim, Donna, Mary Kay
		6:00 - 8:00 PM	Hayes	PTO Meeting		
		6:00 - 7:00 PM	FMS	Parent Partnership Meeting		Chris
	17	4:00 - 8:00 PM	RLS	Stevenson Fall Conferences		Donna
		4:00 - 7:00 PM	FHS	FHS Fall Conferences		Kim
	17-19	7:00 - 9:00 PM	FHS	Fall Musical		
	18	No School - Staff Development Day				
		8:00 AM - 4:00 PM	Hayes	Hayes Fall Conferences		
21	6:00-8:00 PM	RLS	PTO Meeting		Donna	
22	4:00 - 8:00 PM	RLS	Stevenson Fall Conferences		Donna	
24-25	No School - Thanksgiving Holiday					
Month	Day	Time	Location	Event	Attendees	
<b>D e c e m b e r</b>	<b>December 2016</b>					
	2	7:00 - 9:00 PM	FHS Auditorium	5th/6th Grade Musical		
	3	9:00 AM - 5:00 PM	FHS	Don Meyers Wrestling Invitational		
		2:00 - 4:00 PM	FHS Auditorium	5th/6th Grade Musical		
	4	4:00 - 6:00 PM	FHS Auditorium	Alumni Choir Concert		
	8	4:00 - 8:00 PM	FMS	Intervention Conferences	Chris	
	13	6:00 - 8:00 PM	Hayes	PTO Meeting		
	15	7:00 - 9:00 PM	FHS Auditorium	FHS Holiday Spectacular Concert		
	16	7:00 - 9:00 PM	FHS Auditorium	Movie Night		
	19	6:00 - 8:00 PM	RLS	PTO Meeting		Donna
		7:00 - 9:00 PM	FHS Auditorium	Flipped Series Improv Group		
	20	7:30 - 8:30 AM	FHS	IB Diploma Celebration & Silver Platter Breakfast		Chris, Marcia, Kim, Donna, Mary Kay
		5:30 PM Work Session 7:00 PM Public Forum 7:30 PM Business Meeting	Fridley City Council Chambers	School Board Meeting (Fridley City Hall)		Chris, Marcia, Kim, Donna, Mary Kay, Carol
		6:00 - 8:00 PM	FMS	Parent Partnership Meeting		Chris
		6:00 - 8:00 PM	FHS Auditorium	FMS Holiday Choral Celebration		Chris
23-31	No School Winter Break					

## 2016-17 School District Calendar of Events

Month	Day	Time	Location	Event	Attendees
<b>J a n u a r y</b>	<b>January 2017</b>				
	1-2	No School Winter Break			
	6	7:00 - 9:00 PM	FHS Auditorium	Movie Night	
	10	6:00 - 8:00 PM	Hayes	PTO Meeting	
	12	5:30 - 7:00 PM	FMS	6th Grade Inventors Fair	Chris
		7:00 - 9:00 PM	FHS Auditorium	Flipped Series Choir Sing-A-Long Show	
	16	No School - Martin Luther King, Jr. Day			
	17	5:30 PM Work Session 7:00 PM Public Forum 7:30 PM Business Meeting	Fridley City Council Chambers	School Board Meeting (Fridley City Hall)	Chris, Marcia, Kim, Donna, Mary Kay, Carol
		6:00 - 8:00 PM	FMS	Parent Partnership Meeting	Chris
	18	3:30 - 5:00 PM	FHS	MYP Personal Project Celebration	Chris, Marcia, Kim, Donna, Mary Kay, Carol
	19	7:00 - 9:00 PM	FHS Gym	Band-O-Rama	
	24	7:00 - 8:00 PM	FHS Auditorium	One Act Play Public Performance	
	25	6:30 - 7:45 PM	RLS	Family Bingo Night	Donna
26-27	No School - Staff Development (1/26) & Evaluation Planning Day (1/27)				

# COURAGEOUS



# LEADERSHIP



- **Learning to Lead – School Board Basics: Phase I, January 10, Hilton Minneapolis**
- **Leadership Foundations – School Finance and Management: Phase II, January 11, Hilton Minneapolis**
- **Charter School Board Member Training, January 11, Hilton Minneapolis**
- **Evening Early Birds, January 11, Minneapolis Convention Center**

# CONFERENCE AT A GLANCE

## Tuesday, January 10

6:30 p.m. – 9:00 p.m. Learning to Lead – School Board Basics: Phase I (Hilton Minneapolis)

## Wednesday, January 11

8:45 a.m. – 4:00 p.m. Leadership Foundations – School Finance and Management: Phase II (Hilton Minneapolis)

8:30 a.m. – 3:30 p.m. Charter School Board Member Training (Hilton Minneapolis)

7:00 p.m. – 9:00 p.m. Early Bird Sessions (Minneapolis Convention Center)

- Social Media Challenges and Policy-Guided Responses
- Bargaining Basics

## Thursday, January 12

7:30 a.m. Registration

8:00 a.m. Exhibit Hall Opens

8:15 a.m. Board Skills Sessions

8:15 a.m. Board Chair Q & A with MSBA

9:00 a.m. General Session, Doors Open

- Welcome: Miranda Beard, NSBA President
- Keynote: Alan Blankstein: “Courageous Leadership for Districtwide Success”

11:00 a.m. Exhibit Hall Time

11:00 a.m. Show and Tell

11:30 a.m. Recognition Luncheon

12:50 p.m. Director District Discussions

1:30 p.m. Round Tables

2:30 p.m. Workshops

3:45 p.m. Workshops

4:50 p.m. Brenda Cassellius, Minnesota Department of Education  
Commissioner: ESSA Update

## Friday, January 13

7:30 a.m. Registration & Exhibit Hall Opens

8:00 a.m. Round Tables

9:15 a.m. Workshops

10:15 a.m. Closing Session, Doors Open – Alan Page: “Education is the Tool for Success”

Noon Adjourn

Visit [www.mnmsba.org/LeadershipConference](http://www.mnmsba.org/LeadershipConference) for a complete agenda and workshop descriptions. Visit [www.mnmsba.org/LeadershipConferenceHousing](http://www.mnmsba.org/LeadershipConferenceHousing) to register for housing online or call 888-947-2233 between 9:00 a.m. and 3:00 p.m.

**Thank you to Ratwik, Roszak and Maloney, P.A.,  
for supporting the printing and mailing of this conference brochure.**



# FEATURED SPEAKERS



**Thursday, January 12**

**Alan Blankstein**

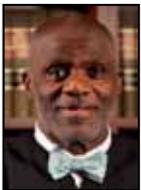
**“Courageous Leadership for Districtwide Success”**

Educational leaders who succeed in serving the needs of all their students must find ways to pursue excellence and equity simultaneously, and to create conditions in schools that address the academic and non-academic needs of children. For all this to occur, leaders must have a clear sense of how to systematically build the capacity of their schools to meet the needs of the students they serve. This presentation will describe how such strategies are being implemented successfully, even in the most disadvantaged communities where the needs are great, and how the five principles of courageous leadership can unleash positive energy toward enhancing student success in your district.

## **Biography**

Award-winning author and education leader Alan M. Blankstein served for 25 years as president of the HOPE Foundation, which he founded and whose honorary chair is Nobel Prize winner Archbishop Desmond Tutu. A former “high-risk” youth, Blankstein began his career in education as a music teacher. He worked for Phi Delta Kappa, March of Dimes, and Solution Tree, which he founded in 1987 and directed for 12 years while launching Professional Learning Communities beginning in the late 1980s.

Blankstein is the author of the best-selling book *Failure Is Not an Option®: Six Principles That Guide Student Achievement in High-Performing Schools*, which received the Book of the Year award from Learning Forward. He is senior editor, lead contributor and author of 18 books, including *Excellence Through Equity* with Pedro Noguera (2016). He has also authored some 20 articles in publications, including *Education Week*, *Educational Leadership*, *The Principal*, and *Executive Educator*.



**Friday, January 13**

**Alan Page**

**“Education is the Tool for Success”**

Growing up in Ohio during the segregation era, Alan Page’s parents repeatedly reinforced the importance of education. Alan’s parents understood that education was a tool that allows people to achieve their “hopes and dreams.” Education helped propel Alan to his hopes and dreams throughout his remarkable life, culminating in a 23-year tenure as a Minnesota Supreme Court justice.

Now Justice Page is the one emphasizing the value of an education — believing every student has potential, but that many students need support to realize their hopes and dreams. Justice Page’s devotion to education is manifested in his Page Education Foundation, which assists students of color in their pursuit of postsecondary education. Justice Page will discuss character, race, education, and a number of other topics interesting to school leaders.

## **Biography**

Justice Alan Page received his B.A. in political science from the University of Notre Dame in 1967 and his J.D. from the University of Minnesota Law School in 1978. After graduating from law school, Justice Page worked as an attorney for a law firm in Minneapolis, then served seven years as an attorney in the office of the Minnesota Attorney General.

In 1992, Justice Page became the first African American elected to the Minnesota Supreme Court.

Prior to a career in law, Justice Page played professional football for the Minnesota Vikings (1967-1978) and the Chicago Bears (1978-1981), earning six All-Pro honors and an induction into the Pro Football Hall of Fame.

Justice Page and his wife, Diane, founded the Page Education Foundation in 1998, which assists students of color in their pursuit of postsecondary education. To date, the foundation has awarded more than \$12 million in grants to approximately 6,500 students.



# PRE-CONFERENCE EXTRAS

Registration begins 30 minutes before each workshop.

## **Learning to Lead – School Board Basics: Phase I**

6:30 p.m. – 9:30 p.m. Tuesday, January 10

Hilton Minneapolis

Tuition is \$95. Walk-ins add \$10.

Help new board members hit the ground running with this session. Learning to Lead – School Board Basics: Phase I covers the role of the school board, the role of the superintendent, the leadership team relationship, and common scenarios facing new board members.

Visit [www.mnmsba.org/Phase-I-Workshop](http://www.mnmsba.org/Phase-I-Workshop) for more information and to register.

## **Leadership Foundations – School Finance and Management: Phase II**

8:45 a.m. – 4 p.m. Wednesday, January 11

Hilton Minneapolis

Tuition is \$180. Walk-ins add \$20.

Presented by MSBA staff and state experts. Leadership Foundations – School Finance and Management: Phase II includes the training school boards are required to have by state law. The session covers core topics such as the budget, school finance, local levies, policies, significant laws affecting school boards, collective bargaining, and personnel issues.

Visit [www.mnmsba.org/Phase-II-Workshop](http://www.mnmsba.org/Phase-II-Workshop) for more information and to register.

## **Charter School Board Member Training**

8:30 a.m. – 3:30 p.m. Wednesday, January 11

Hilton Minneapolis

Tuition is \$180 for MSBA Charter Associates; \$230 for Non-Associates. Walk-ins add \$20.

Presented by MSBA staff. This training covers the three state-mandated areas for charter school board members: governance, employment, and finance. Charter school board members are required to start these trainings within six months of election to a charter school board and complete the trainings within one year.

Visit [www.mnmsba.org/CharterSchoolBoardTraining](http://www.mnmsba.org/CharterSchoolBoardTraining) to register.



# PRE-CONFERENCE EXTRAS: EVENING EARLY BIRDS



Sandy Gundlach



Cathy Miller

## **Torn From the Headlines: Social Media Challenges and Policy-Guided Responses**

7:00 p.m. – 9:00 p.m. Wednesday, January 11

Minneapolis Convention Center

Tuition: \$95; walk-ins add \$10

*Presenters: Sandy Gundlach, Director of School Board Services; and Cathy Miller, Director of Policy and Legal Services, Minnesota School Boards Association.*

Discuss real-life problems and situations school boards face involving social media, decision-making, and policy. Hypothetical but realistic situations provide opportunities to think about the impact of and school district response to the use of social media for student-teacher communications, sharing private information, cyberbullying, complaints about coaches, and employees' negative comments about the school district and other school district employees, students, and parents.

This will be an active experience, so be prepared to dive into policy with fellow board members from around the state.



Gary Lee



Amy Fullenkamp-Taylor



Bill Kautt

## **Bargaining Basics**

7:00 p.m. – 9:00 p.m. Wednesday, January 11

Minneapolis Convention Center

Tuition: \$95; walk-ins add \$10

*Presenters: Gary Lee, Director of Management Services; Amy Fullenkamp-Taylor, Associate Director of Management Services; and Bill Kautt, Associate Director of Management Services, Minnesota School Boards Association*

This is essential training for newly elected school board members, for new negotiators, and a great refresher for veteran negotiators. Negotiating employee Master Agreements for both licensed and non-licensed staff is among the school board's most complex, technical, and stressful duties. This session is designed to introduce new school board members or school board members new to the negotiating team to the negotiations process. Presenters will discuss the Public Employees Labor Relations Act (PELRA), the Open Meeting Law (OML), and other laws that may impact negotiations. In addition, the presenters will take attendees through choosing a negotiations team, the various responsibilities for all school board members, and how to develop a process to follow during negotiations.



# WORKSHOP TOPICS & SPECIAL FEATURES

**Workshop topics:** In December, view a complete list of workshops with descriptions at [www.mnmsba.org/LeadershipConference](http://www.mnmsba.org/LeadershipConference).

**Some of the featured workshops include:** Branding and Marketing Your District; The School Board Role in Developing a Diverse Workforce; Responding to School Crisis; One District's Journey to an 81 percent Yes Vote; How School Boards Can Work with PTAs to Support All Children; Intervening in Student Violence; The Impact of School Start Time on Teen Sleep; School District and City Partnerships; The Rock 'n' Read Project; and nearly 100 other sessions.

## SPECIAL FEATURES

### Skills Sessions

Join us Thursday morning for special sessions on the nitty-gritty aspects of school boarding: the Open Meeting Law, superintendent contracts, and legislative advocacy. Board chairs can attend a special session to talk to MSBA Executive Director Kirk Schneidawind about what districts need from MSBA.

### Show and Tell

Visit with proud Minnesota students and staff who are showcasing unique programs from their schools.

### Recognition Luncheon

Celebrate the accomplishments of Minnesota's school leaders at Thursday's luncheon. Registration is required.

### Director District Discussions and Elections

Your MSBA Director District representatives will be setting aside time to meet with board members from their region. Director Districts with openings on the MSBA Board of Directors will also have presentations from board members running for those positions. Bring your items of concern to add to the conversation.

### Round Tables

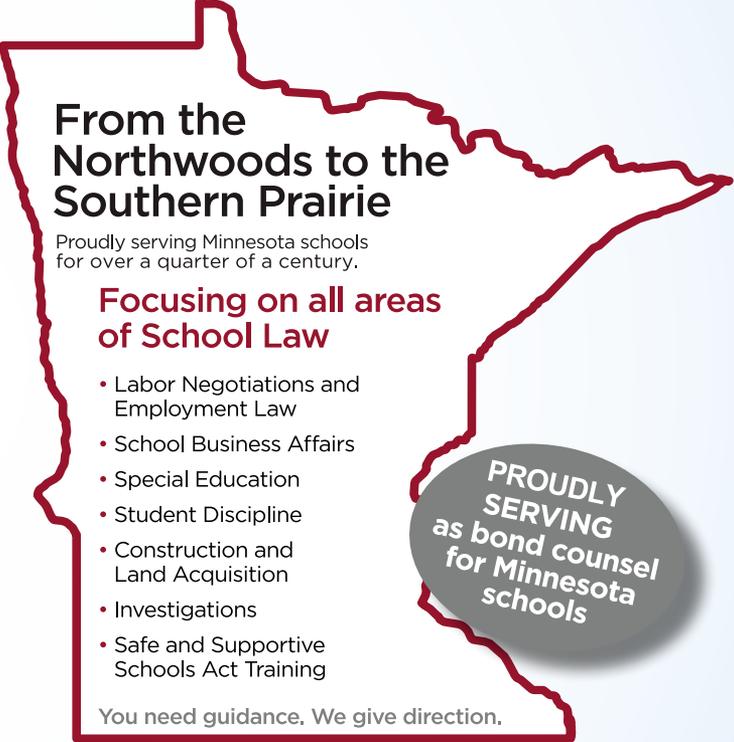
Join us for two 20-minute sessions 1:30 p.m. Thursday, and three rounds of 20-minute sessions 8:00 a.m. Friday in the Exhibit Hall. These informal sessions provide a great opportunity to converse with an expert in a small-group setting. Topics this year include: Law Changes on How to Fill a Vacancy, The Superintendent Evaluation Process, The Hmong Radio Project, Quotes and Bid Procedures, Strategic Planning Services, Paperless Board Meetings with BoardBook, and much more.



# RESERVE YOUR HOTEL ROOM TODAY

Housing is open for the 2017 MSBA Leadership Conference. MSBA encourages you to **make your hotel reservation early** at one of our long-time conference hotels (the Hilton Minneapolis, the Millennium Hotel and Hyatt Regency Minneapolis).

Please visit [www.mnmsba.org/LeadershipConferenceHousing](http://www.mnmsba.org/LeadershipConferenceHousing) or click on the Leadership Conference icon at [www.mnmsba.org](http://www.mnmsba.org) to make your housing reservations as early as possible.



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# UPDATE YOUR BOARD MEMBERS' INFORMATION AS SOON AS RESULTS IN YOUR DISTRICT ARE CANVASSED

Update your board members' information with MSBA as soon as the results in your district are canvassed. Updates include contact information for newly elected board members — indicating who was re-elected or who will be leaving your board, and any other information changes.

## **Why?**

Registration for all MSBA events is now online only. Because of this, the MSBA database must be updated before any event registration for new board member(s) can occur. When completed, it will be easy to register your newly elected board member(s) for MSBA's Learning to Lead – School Board Basics: Phase I and Leadership Foundations – School Finance and Management: Phase II trainings coming up in December and January, and to register for the MSBA Leadership Conference, the Recognition Luncheon, and Early Bird sessions coming up in January.

## **How Do I Update My Board Members' Information?**

After Election Day, please visit [www.mnmsba.org](http://www.mnmsba.org) and click on the Election icon (located toward the top right of the screen) to let us know who your new board member(s) are, which current board members have been re-elected, and which current board members will be leaving your board. You will be asked to enter the new board member(s) contact information (address, email address, phone number, etc.).



**Watch for the MSBA Leadership Conference App!**

## **Minnesota School Boards Association**

1900 West Jefferson Avenue  
St. Peter, MN 56082

[www.mnmsba.org](http://www.mnmsba.org)

Phone: 507-934-2450

Fax: 507-931-1515



## **World's Best Workforce Goals Summary 2015-16**

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.

### **School Board Priorities**

The Fridley School Board has identified the following priorities:

- Improving academic achievement and ensuring high levels of school performance;
- Using instructional strategies recognized as most-effective in the field;
- Creating a positive, safe and respectful environment for student learning;
- Continuing to build financial stability in Fridley schools by planning and executing financial plans; and
- Improving parent and school partnership

### **Identified Needs**

Utilizing the district assessment plan, data was reviewed to determine areas of need. Buildings and programs identified proficiency and/or growth goals and developed building-level strategies to achieve these goals.

Assessment data used included:

- State accountability tests (MCA, MTAS) in reading and mathematics for students in grades 3-11.
- NWEA Measures of Academic Progress (MAP) in reading and mathematics for students in grades 2-10
- Classroom literacy assessments (oral reading fluency, Fountas & Pinnell Benchmark Assessment, phoneme segmentation, letter naming, and letter sounds)
- ACT – college readiness assessment
- High school graduation rates

### **Systems, Strategies and Support**

Students: With areas of need identified, the following strategies and activities were provided to students to support their academic growth and achievement:

- Comprehensive reading intervention for grades K-10 with expansion of ADSIS for literacy

- Year one implementation of non-linear algebra course for grade nine students
- Third year of implementation of Benchmark Literacy instructional program for grades K-4 as part of a balanced literacy model
- AVID courses and support – grades 9-12
- PBIS implementation for grades 5-8
- LINK crew mentoring program – grade 9
- ADSIS early intervention for behavior for grades K-2
- Reading Corps volunteers – Early childhood through grade 4
- Math Corp volunteers – Grades 3-8
- Participation in magnet school choice program through Northwest Suburban Integration School District (NWSISD)
- Ongoing implementation of the International Baccalaureate (IB) program with access for all students K-12 (including 3- and 4-year-old IB preschool)

Student progress was evaluated using assessment data included in the district assessment plan. Grade levels, departments, and leadership teams review the data periodically to identify students for services and course placement.

#### **Teachers and Principals:**

- Continued participation in the Alternative Compensation Program providing for teacher leaders serving as instructional coaches, job-embedded professional development and individual growth plans
- Professional development focus areas included: implementation of the IB program at all levels with fidelity, literacy/reading strategies, access and equity in the classroom, and technology integration.
- Principals participated annual performance evaluation including the four domains for the Leadership Framework rubric and individual performance goals encompassing student performance data.

#### **Systemic and District**

- At all levels, teachers and departments are provided with collaborative time during the school day.
- IB Coordinators serve each building to provide guidance and direction for curriculum effectiveness review and development. This year was a focus on K-12 literacy, 6-8 science, and 5-12 math.

## 2015-16 Goal Update

### All students ready for kindergarten

#### 2015-16 Goal

Increase the percentage of ECFE 4-yr olds meet proficiency on Letter Sounds Assessment from 50.0% to 53.0%

**Result:** Achievement rate: 40.1%

#### 2016-17 Goal

Increase the percentage of ECFE 4-yr olds meet proficiency on Letter Sounds Assessment from 40.1% to 45.0%

### All students in third grade achieve grade level literacy

#### 2015-16 Goal

Increase the percentage of Gr 3 students meeting college-ready target on NWEA MAP reading from 33% in to 40%

**Result:** Achievement rate: 32.9%

#### 2016-17 Goal

Increase the percentage of Gr 3 students meeting college-ready target on NWEA MAP reading from 32.9% in to 40.0%

### Close the achievement gaps among all groups

#### 2015-16 Mathematics Goal

The proficiency gap between the students receiving free/reduced lunch and student who do not receive free/reduced lunch enrolled the full academic year for all grades tested on all state Math accountability tests (MCA, MOD, MTAS) will decrease from 28.4% to 25.3%

**Results:** 28.4%

#### 2016-17 Goal

Decrease from 28.4% to 24.3%

#### 2015-16 Reading Goal

The proficiency gap between the students receiving free/reduced lunch and student who do not receive free/reduced lunch enrolled the full academic year for all grades tested on all state Reading accountability tests (MCA, MOD, MTAS) will decrease from 30.3% to 27.8%

**Results:** 28.4%

#### 2015-16 Goal

Decrease from 28.4% to 26.8%

## **All students career- and college-ready by graduation**

### 2015-16 Goal

Increase the percentage of students meeting ACT College Benchmark in Reading from 27% to 30%.

**Result:** College Benchmark rate: 34%

### 2016-17 Goal

Increase the percentage of students meeting ACT College Benchmark from 34%% to 36%

## **All students graduate**

### 2015-16 Goal

Increase the percentage of students graduating from 81.0% to 85.0%

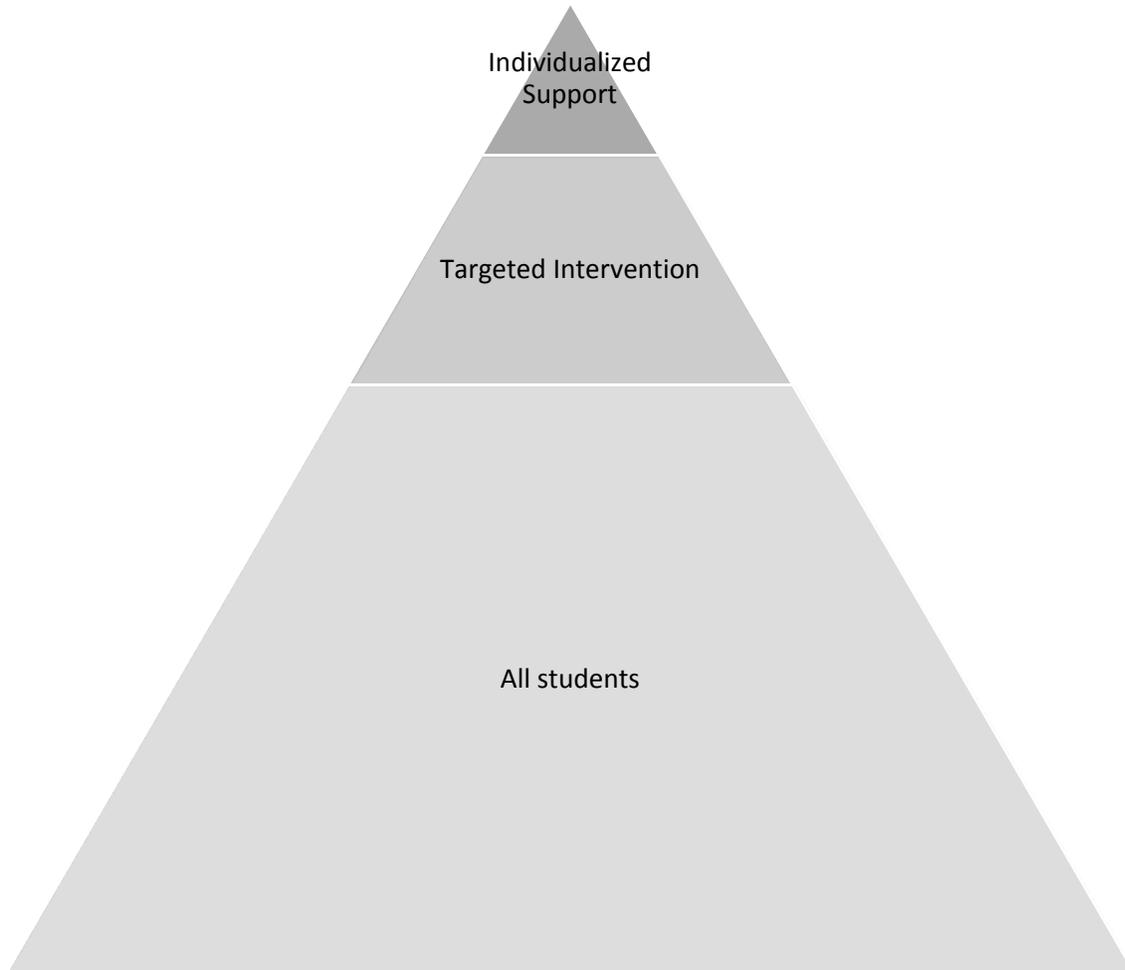
**Result:** Graduation Rate: 75.8%

### 2016-17 Goal

Increase the percentage of students graduating from 75.8% to 80.0%

# Fridley Public Schools

## Supporting success of each and every student



### Agenda October 26, 2016

#### Welcome and Introductions

#### Topics and Discussion

- World's Best Workforce
- Achievement Integration
- Curriculum and Staff Development
- Title I
- Special Education

#### Questions, Feedback and Suggestions

### Upcoming Meetings:

#### January

- Achievement Integration Plan 2017-2020

#### May

- Assessment and Testing
- Staff Development

### **The World's Best Workforce**

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.

### **School Board Priorities**

The Fridley School Board has identified the following priorities:

- Improving academic achievement and ensuring high levels of school performance;
- Using instructional strategies recognized as most-effective in the field;
- Creating a positive, safe and respectful environment for student learning;
- Continuing to build financial stability in Fridley schools by planning and executing financial plans; and
- Improving parent and school partnership

Each year the school district submits goals based on the 5 identified areas.

WBWF Goal Areas	2015-16 Results	2016-17 Goals
<b>All students ready for kindergarten</b>	Percentage of 4-yr-olds in ECFE classrooms meeting proficiency on Letter Sounds Assessment in spring 2016 was 40.1%.	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.
<b>All students in grade 3 achieving grade-level literacy</b>	Percentage of Gr 3 students on track to meet MCA proficiency on NWEA MAP in reading was 32.9% in spring of 2016.	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.
<b>Close the achievement gap among all groups (Achievement and Integration Plan Goals)</b>	Reading proficiency gap between FRL student and non-FRL students was 28.4% on state MCA.  Math proficiency gap between FRL student and non-FRL students was 28.4% on state MCA	Reading proficiency gap between FRL student and non-FRL students will decrease from 28.4% to 26.8% on state MCA.  Math proficiency gap between FRL student and non-FRL students will decrease from 28.4% to 24.3% on state MCA
<b>All students career- and college-ready by graduation</b>	Percentage of students in Gr 11 meeting ACT College <u>Reading</u> Benchmark in 2016 was 34.0%	Percentage of student in Gr 11 meeting ACT College <u>Reading</u> Benchmark will increase from 34.0% in 2016 to 36.0% in 2017.
<b>All students graduate</b>	Percentage of student graduating in 2015 was 75.8% with 18.1% of student continuing and 2.6% dropping out.	Percentage of student graduating will increase from 75.8% in 2015 to 80.0% in 2016.

### **Achievement Integration Plan**

Fridley School District is eligible to participate in the Achievement and Integration for Minnesota program established to close Minnesota's academic achievement and opportunity gap. The District Achievement and Integration Plan for 2014-2017 has been reviewed and approved by MDE.

### **Purpose**

The purpose of this program is to pursue racial and economic integration, increase student achievement, and reduce academic disparities in Minnesota's public schools.

### **Plan**

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 encourage voluntary integration and reduce academic achievement gaps based on students' racial, ethnic and economic backgrounds.

### **Key Strategies**

- Establish integrated learning environments to prepare students to be effective citizens and enhance social cohesion.
- Create integrated learning environments to increase cultural fluency, competency, and interaction, graduation and educational attainment rates, and family involvement.
- Establish policies, curricula, and trained instructors, administrators, counselors, and other advocates to support and enhance integrated learning environments.
- Support and enhance integrated learning environments designed to increase student academic achievement and reduce racial and economic enrollment disparities through magnet schools, innovative and research-based instruction, differentiated instruction, and targeted interventions to improve achievement.
- Develop rigorous career and college readiness programs for underserved students populations

### **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.
  - International Baccalaureate Program – access for all students
  - AVID program participation for students in grades 9-12
  - Culture awareness and celebration events
  - Student climate retreats fostering positive school climate and youth development
  - Membership in NWSISD for magnet school coordination
  - Technology Integration specialist for classroom integration
2. Family engagement initiatives that involve families in students' academic life and success.
  - Family literacy and math events
  - Family Outreach Liaison for family outreach and student support for racially and culturally underserved and underrepresented students and families
3. Professional development opportunities for teachers and administrators for improving academic achievement of all students.
  - International Baccalaureate Program training for teachers
  - Training for administrators and teachers on family engagement

- Cultural competency training/activities for administrators and staff
  - Training teachers and other staff members of effective strategies in reading and math instruction
  - Literacy data analysis training
4. Increased programmatic opportunities focused on rigor and college and career readiness for underserved students including students enrolled in an area learning center.
    - Utilize Americorps volunteers as student tutors and support assistants working directly with students to improve reading, writing, math and study skills.
    - Extended school day program focused on students who need additional instruction in reading and math.
    - ACT preparation events
    - Scholarships for afterschool activities for student activity participation fees
  5. Recruitment and retention of teachers and administrators with diverse racial and ethnic backgrounds.

#### NWS Collaborative Goals

Goal 1: The percentage of black, not of Hispanic origin students enrolled in rigorous coursework at Fridley High School will increase from 18.7% during the 2012-13 school year to 32.7% in the 2016-17 school year.

Goal 2: the four-year average of students enrolled in magnet programming through NWSISD is 289. NWSISD and Fridley Public Schools will sustain enrollment in the magnet programming between 80% (231 students) and 100% (289 students) of that four-year average over the next three years (2015-17)

## Staff Development

<b>Staff Development Priority Areas 2016-17</b>	
<b>Literacy</b>	Improve student literacy achievement through research-based practices, research-based intervention, building academic language and accessing academic content.
<b>International Baccalaureate Evaluation</b>	Engage the school community in a process of formal reflection of each school's continued development of its IB Programme(s). <ul style="list-style-type: none"> <li>• assessment of the implementation of the programme(s)</li> <li>• alignment to the Programme standards and practices</li> <li>• identify to major achievements</li> <li>• identify practices that need further development</li> </ul>
<b>Standards-Based Grading and Reporting</b>	Define grading and reporting practices that support student learning and align to state standards and IB criteria. <ul style="list-style-type: none"> <li>• identify grading best practices that support student learning</li> <li>• develop reporting tools to communicate each student's learning to intended audiences</li> </ul>
<b>Positive and Safe Environments</b>	Create positive, safe, and respectful environments supporting student achievement and social/emotional development. <ul style="list-style-type: none"> <li>• positive student-teacher relationships</li> <li>• culturally responsive teaching and responsiveness</li> <li>• provide support to assist students to recognize and develop alternative response</li> </ul>
<b>Building Multi-tiered Systems to Support Success of Each and Every Student in the IB</b>	Develop a district model of multi-tiered systems of support (MTSS) for academic and non-academic areas <ul style="list-style-type: none"> <li>• literacy intervention</li> <li>• social-emotional learning</li> <li>• mathematics</li> <li>• general academic support</li> </ul>
<b>Curriculum and Instruction Development</b>	Develop and articulate subject area curriculum and instruction <ul style="list-style-type: none"> <li>• inquiry-based learning experiences</li> <li>• high levels of student engagement</li> <li>• rigorous and high expectations for college and career readiness</li> <li>• explicit and implicit teaching of ATL skills</li> <li>• vertical and horizontal articulation</li> </ul>

### **Title I, ADSIS and Special Education**

What is Title I	
Title I is the federal program that provides funding to local school district to improve the academic achievement of disadvantaged students.	Last year the number of students served: 320 License staff: 7 Non-licensed staff: 2

What is ADSIS	
ADSI (Alternative Delivery of Supplemental Instructional Services) provides instruction to assist students who need additional academic (reading) or behavior support to succeed in the general education environment.	Last year the number of students served: 252 Academic license staff: 7 Academic non-licensed staff: 6 Behavior licensed staff: 9 Behavior non-licensed staff: 3

What is Special Education	
Special education is the specialized instruction designed to meet the unique needs of children who have disabilities.	Last year the number of students served: 525 License Staff: 52 Non-licensed staff: 60