

Work Session

Tuesday, February 7, 2023 5:00 PM

Fridley Middle School, 6100 W Moore Lake Drive, Fridley, MN 55432

A. Tour of Fridley Middle School	Presenter: Dr. Amy Cochran
B. History of Fridley Presentation	Presenter: Kelly McConville
C. New Achievement & Integration Plan	Presenter: Dr. Jason Bodey
D. School Resource Officer Discussion	Presenter: Dr. Kim Hiel
E. Other Topics	Presenter: Dr. Kim Hiel
F. Upcoming School Board Dates	Presenter: Dr. Kim Hiel
F.1. ALC Celebration of Excellence February 10, 2023 at 10AM and 1:30 PM Fridley ALC	
F.2. Hayes Better Together Parent Group February 13, 2023 5:00 PM Hayes Elementary School	
F.3. Stevenson PTO Meeting February 13, 2023 5:00 PM Stevenson Elementary School	
F.4. Schools for Equity in Education Meeting (Auna) February 17, 2023 9:30 AM DoubleTree Hotel - Roseville/Zoom	
F.5. No School - Presidents Day Holiday February 20, 2023	
F.6. Fridley Public Schools School Board Meeting February 21, 2023 5:30 PM - Work Session 7:00 PM - Public Forum 7:30 PM - Business Meeting	
F.7. NE Metro 916 Board Meeting (Starck) March 1, 2023 6:00 PM Bellaire School	
F.8. AMSD Board of Directors Meeting (Meisner) March 3, 2023 7:30 AM Quora Education Center	
F.9. NWSISD Joint Powers Board Meeting (Adam) March 15, 2023 6:15 PM NWSISD District Office	



Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: ISD 14, Fridley Public Schools

District Integration Status: RI

Superintendent: Dr. Kim Hiel

Phone: 763-502-5000

Email: kim.hiel@fridley.k12.mn.us

Plan submitted by: Dr. Jason Bodey

Title: Director of Teaching & Learning

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Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: **Northwest Suburban Integration School District.**

1. Anoka-Hennepin School District
2. Buffalo-Hanover-Montrose School District
3. Brooklyn Center School District
4. ISD 728
5. Osseo School District
6. Rockford School District

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent: Enter name here.

Signature:

Date Signed: Enter date here.

School Board Chair: Enter name here.

Signature:

Date Signed: Enter date here

[Type here]

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

Multidistrict Collaboration Council: Our district participates in a Multi-District Collaborative Council to include the following: 1) Nate Manaen, Director of Student Support Services with the Anoka-Hennepin School District, 2) Jena Carlson, Director of Teaching and Learning and Michelle Ford, Director of Assessment with the Brooklyn Center School District, 3) Nancy Eiyck, Educational Equity Coordinator and Pam Miller, Director of Teaching and Learning with the Buffalo-Hanover-Montrose School District, 4) Jason Bodey, Director of Teaching and Learning Coordinator with the Fridley School District, 5) Kristin Hall, Curriculum Specialists and Kelly Corbett, Director of Teaching and Learning with ISD 728, 6) Duane Wardally, Director of Equity and Inclusion with the Osseo School District, and 7) Rob Danneker Director of Teaching and Learning with the Rockford School District.

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable): _____ Date Signed: Enter date here

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

[Type here]

To add goals, copy the goal section directly above and paste them below the strategies and KIPs supporting Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

	Target 2024	Target 2025	Target 2026
List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.			
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%

[Type here]

Fridley Public Schools

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Goal #1:

The percent of students who identify as Hispanic or Latino that are enrolled by October 1st each year, will increase proficiency on the MCA-III Reading from 22.6% in Spring 2022 to 31.6% in Spring 2026 for all grades tested.

**Note – for comparison, the statewide percent proficient for MCA-III Reading for students who identify as Hispanic or Latino was 31.4%.*

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Strategy #1 - Provide staff development to better meet our students' academic Reading needs, specifically focused on our Hispanic/Latino students.

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Narrative description of this strategy:

To improve our students' academic achievement on the MCA-III reading assessment, we will:

- Identify and implement a range of culturally responsive practices, such as:
 - Placing an asset-based value on student languages and cultures
 - Develop student language and culture portraits
- Train our K-6 staff in the newest philosophies and strategies in the Science of Reading, specifically, instructional strategies that support multilingualism
- Seek new literacy curriculum for grades K-6 that is culturally reflective and responsive, specifically including representation of our Hispanic/Latino students' needs.
- Provide staff development for the implementation of this curriculum, and specifically, how to integrate culturally responsive practices.
- Provide staff development on data literacy.

Strategy #2 – Engage in listening opportunities with families, specifically focused on our families who identify as Hispanic/Latino, on their lived experiences within our school system to look for patterns and trends for improvement.

Type of Strategy: Family engagement initiatives to increase student achievement.

Narrative description of this strategy:

[Type here]

To improve our students’ academic achievement on the MCA-III reading assessment, each building staff will work with families to better understand their lived experiences in order to understand how we can better serve families. We believe learning about families will lead to better relationships, collaboration between home and school, and student academic achievement.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The percent of students who identify as Hispanic or Latino that are enrolled by October 1st each year, will increase proficiency on the MCA-III Reading from 22.6% in Spring 2022 to 28.6% in Spring 2026 for all grades tested.	3.0% increase	3.0% increase	3.0% increase

Goal #2:

As part of the NWSISD #6078 Collaborative, Fridley Public Schools will participate in magnet programming (IB PYP, MYP, DP, and CP) seeking racial and economic integration and provide opportunities to develop individual identity by increasing levels of awareness regarding college and career opportunities.

Aligns with WBWF area: All students are ready for career and college.

Goal type: Integration

Strategy #3 – FPS will emphasize creating opportunities for students to develop self-identity within a global society.

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy:

[Type here]

Specifically, over the next 3 years, FPS will emphasize creating opportunities for students to develop their own identity by increasing their level of awareness regarding college and career opportunities. We will seek out new course opportunities and experiences for students related to college and career readiness such as, but not limited to:

- Utilizing a college and career development program (such as Xello) for grades 9-12
- Expand the use of a college and development program into grades 5-8 to begin the self-identity development and college/career readiness earlier
- Partnering with NWSISD and other organizations for college and career field trips and experiences
- Expand our CTE course opportunities for students in high school
- Expand our capacity to offer or support student internships and work-based learning opportunities
- Expand opportunities and connections to our AVID programming
- Partnering with Get Ready through FY2024

These strategies align well with our continued development of our IB Programmes, specifically our Career-Related Programme, and support the partnership with NWSISD for magnet schools. Our IB programs will continue to develop:

- Curriculum update and development through the IB framework
- Affirming identity
- Multiple perspectives
- International Mindedness
- Opportunities for student voice and agency within the classroom

Fridley Public Schools will use the Minnesota open enrollment process and desegregation transportation legislation to promote racial integration across the NWSISD collaborative using the NWSISD magnet school system. FPS will continue to offer IB Primary Years Programme (PYP) in grades PreK-5, IB Middle Years Programme (MYP) in grades 6-10, and IB Diploma Programme (DP) and Career-Related Programme (CP) in grades 11 and 12.

NWSISD magnet schools are free public pre-k – 12 grade schools of choice operated by the collaborative districts. The magnet schools are designed to provide opportunities for students to learn in an integrated environment that provide rigorous course work for all students. The magnet school's curriculum is aligned to one of the three themes including the Arts, International Baccalaureate, or STEM/STEAM. The NWSISD magnet schools do not have entrance criteria, eligibility is based on a student's interest in the thematic area resulting in students from a wide array of backgrounds enrolled in the magnet schools. NWSISD magnet system is unique in the fact that it uses both racially identified schools and non-racially identified schools to move students across district boundaries seeking racial integration.

NWSISD provides multiple opportunities promoting career and college readiness skills. Programs include mentorship programs, college and career conferences, Educators Rising clubs promoting careers in education, college and career field trips as well as support for AVID. Mentorship programs focus on four education concepts of Aspirations, Expectations, Opportunities, and Achievement.

Location of services: Services are located across the seven school districts, NWSISD office, college campuses, and community partners.

[Type here]

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
College and career lessons will consistently be provided to our grades 9-12 high school students.	25% students receive lessons	50% students receive lessons	90% students receive lessons
Increase our enrollment in students participating in our IB Career-Related Programme.	Collect Baseline	20% growth	20% growth
Increase or update our CTE course opportunities each year so that they are responsive to student interest.	Increase or update 1 course	Increase or update 1 course	Increase or update 1 course

Goal #3:

Develop and implement a student-based teacher preparation pathway by FY26. We will increase the number of students, specifically BIPOC students, enrolled in our concurrent enrollment introduction to education course from 0 high school students in FY23 to 20 high school students enrolled in by FY26.

Aligns with WBWF area: All students are ready for career and college.

Goal type: Teacher Equity

Strategy #4 - Develop a student-based teacher preparation pathway.

Type of Strategy: Equitable access to effective and more diverse teachers AND Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy:

For students, we will develop an education career pathway within our course catalog. This work will support and align with our development of our IB Career-related Programme as well. This program will encourage current BIPOC high school students to gain experience in courses and opportunities related to education that can inspire them to pursuing post-secondary education and obtaining certification to become a licensed educator in the state of Minnesota. FPS has a strong tradition of hiring former graduates and we look forward to continuing this tradition while diversifying our educational staffing. Opportunities we will pursue are, but not limited to:

- Implementing a concurrent enrollment introduction to education course partnering with a local college
- Create opportunities for student internships related to education within our own school system for high school students who have completed the introduction to educators' course
- Seek other field trip/experiences for students wishing to explore this career field

[Type here]

- Partner with our Human Resources department to identify opportunities within our hiring practices that would encourage alumni with the appropriate credentials to apply, interview, and seek employment as an educator

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
We will increase the number of students, specifically BIPOC students, enrolled in our concurrent enrollment introduction to education course.	0 (Promotion and baseline)	10 students/staff	20 students/staff

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).