

Work Session

Tuesday, April 2, 2024 5:30 PM

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

A. **FPS Strategic Roadmap Development**

Presenter: Ray
Queener, Teamworks



A World-Class Community of Learners

**Strategic Roadmap Development
Board Work Session**

April 2, 2024

Facilitated and submitted by



District Strategic Roadmap Current

District Mission	<i>Our Core Purpose</i>	Core Values (Commitment and Values)	<i>Drivers of Our Words and Actions</i>
<p>As a world class community of learners, Fridley Public Schools aims to develop internationally minded students. We challenge ourselves, our students, and our community to become caring and knowledgeable lifelong learners who inquire and take action to create a better world. Our mission is to guide students in the development of learning skills to help them reach their full potential.</p> <p>Proposed (from planning work 2023):</p> <p><i>To develop a flourishing community of daring, globally minded learners.</i></p>		<ul style="list-style-type: none"> ● <p>Proposed (from planning work 2023):</p> <ul style="list-style-type: none"> ● Part of something bigger ● Driven by diversity ● Lighting the way ● Remarkably relational ● Journey ready 	

Vision: <i>What We Intend to Create</i>	Strategic Directions: <i>Focus of Our Improvement Efforts</i>
<p>To accomplish this mission, we will:</p> <ul style="list-style-type: none"> ● Provide a nurturing environment ● Create high expectations defined by learner outcomes ● Develop exemplary programs and continuously improve them ● Strive to meet students' needs ● Respect individual differences ● To be life-long learners ● To develop high skill levels ● To care for others ● To be adaptable ● To be prepared to thrive in a diverse, changing society <p>Proposed (from planning work 2023): <i>Fridley Public Schools will be a learning community that amplifies, enriches and embraces the life of each learner so they can create a compelling path toward their highest potential.</i></p>	<p>A.</p> <p>Proposed:</p> <ul style="list-style-type: none"> A. <i>Providing access to high quality, rigorous, and relevant instruction in each classroom.</i> B. <i>Improving our student support structures and processes to meet students academic, social, behavior needs while increasing engagement and belonging.</i> C. <i>Supporting staff in personal and professional growth to promote collaboration and accountability in the professional community</i> D. <i>Improving our practices to engage families in schools.</i> E. <i>Improving efficiency, effectiveness, equity, and safety in district facilities, finance, and operations.</i>

District Strategic Roadmap

~ sample ~

<p>District Mission <i>Our Core Purpose</i></p> <ul style="list-style-type: none"> ● To Partner <i>with our families, staff, and communities,</i> ● To Prepare <i>our students for full and productive lives,</i> ● To Become <i>empowered citizens here and around the world</i> 	<p>Core Values <i>Drivers of Our Words and Actions</i></p> <ul style="list-style-type: none"> ● Achieve <i>We strive for our best</i> ● Inspire <i>We believe in ourselves and others</i> ● Community <i>We respect our similarities and differences</i> ● Fairness <i>We provide what is right for what one needs</i>
<p>Vision: <i>What We Intend to Create</i></p> <p>XXX Community Schools intends to:</p> <ul style="list-style-type: none"> ● Create an engaging, rigorous and collaborative learning environment for our students and employees ● Develop social and emotional well-being within the entire school community ● Maintain safe and supportive partnerships with our many communities 	<p>Strategic Directions: <i>Focus of Our Improvement Efforts</i></p>

District Strategic Roadmap

~ sample ~

<p>District Mission <i>Our Core Purpose</i></p> <ul style="list-style-type: none"> ● XXXXXXXX Schools excel in connecting our students’ academics and learning with their natural and social environments in a nurturing community setting. 	<p>Core Values <i>Drivers of Our Words and Actions</i></p> <ul style="list-style-type: none"> ● Integrity: <i>Align actions and words with values and beliefs while respecting differences.</i> ● Excellence: <i>High expectations, high achievement through purposeful personal improvement. Be our best, expect our best.</i> ● Students First: <i>A safe, healthy environment to challenge, engage and inspire all students.</i> ● Collaboration: <i>Partnerships across our communities.</i> ● Innovation: <i>Finding new ways to excel in our communities, classroom and profession.</i>
<p>Vision: <i>What We Intend to Create</i></p> <ul style="list-style-type: none"> ● XXX Public Schools will be a school district that: ● Stands apart as the leading choice in the area, one in which our communities are proud and actively involved with effective and efficient use of district resources of time, talent and finances. ● Provides each learner a safe, equitable and respectful learning environment in which one thrives with confidence, fosters excellence and a sense of belonging while honoring differences. ● Recognizes that we are all lifelong learners and thus will provide each learner with a high quality, personally relevant instruction enhanced by all members of the learning community. ● Assures each learner meets rigorous academic standards and is prepared for the future learning and success in an ever-changing society and community. 	<p>Strategic Directions: <i>Focus of Our Improvement Efforts</i></p> <p style="margin-left: 20px;">A.</p>

MISSION ~ OUR CORE PURPOSE

- 1. Who do you serve?**
- 2. What do you specifically do for those you serve?**
- 3. Why do you do what you do?**
- 4. How do you do what you do?**

VISION ~ WHAT WE INTEND TO CREATE

Think ahead five years from now...

- If you talk with a neighbor or a parent on the sideline, what will you be saying about school district academics?
- What will student to student relationships be like? Student and staff? Staff and family?
- What will you be most proud of in your schools?

- What will be a premier program that people will be talking about in the school district?
- What resources or instruction will you see in the classroom that will prove the district is serving the Desired Daily Experiences of students, staff, families?
- If you walk through the future facilities, what will make you smile?
- What will staff say about their work and professional development?

- What are 3 words that describe how the board is supporting the academic model?
- What will communication about academics be like between school and home?
- What great things will be said internally about the academic focus of the schools?
- What will the external community and realtors say about the school's academics?

CORE VALUES ~ DRIVERS OF OUR WORDS AND ACTIONS

WHAT'S THE DIFFERENCE BETWEEN BELIEFS AND VALUES?	
BELIEFS	VALUES
Beliefs don't need proof	Values stem from our beliefs
Beliefs are assumptions we make about others and ourselves	Values govern the way we behave and interact with others
Beliefs grow from what we experience and think about	Values are things we deem important
Beliefs affect our morals	Values affect behaviour and character

Robyn Roste - "What's the Difference between Beliefs and Values?"

Additional Examples

Accountability:	<i>To fulfill one's roles and responsibilities and be responsive to the results.</i>
Adaptability:	<i>engaging in flexible, continuous and purposeful change grounded in data</i>
Collaboration:	<i>working together for common goals</i>
Collaboration:	<i>operating with a preference and capacity for partnership across our community</i>
Community:	<i>it's about all of us, all the time</i>
Compassion:	<i>to show empathy, generosity, kindness, patience and sensitivity</i>
Courage:	<i>facing challenges with hope & persistence</i>
Courage:	<i>to do what is right and to support each other in courageous thought and action</i>
Courtesy	<i>Doing and saying the right thing at the right time in the right way despite challenges, adversity, or conflicting self-interests.</i>
(Appreciation of)	
Diversity:	<i>to recognize and honor the dignity of each individual; to celebrate differences among culture, gender, ability; to work cooperatively</i>
Engagement:	<i>showing up fully present with a Mission-focus and Values-driven attitude</i>
Excellence:	<i>to be our best, expect our best</i>
Excellence:	<i>high expectations for all and in all we do</i>
Excellence:	<i>to be inspired daily to become the very best we can be</i>
Excellence:	<i>A relentless and intentional effort in continuous improvement.</i>

Expectations:	<i>I will set a high bar for myself and others in learning, behavior, commitment to do one's best and service to others and community</i>
Innovation:	<i>finding new way to excel</i>
Innovation:	<i>Purposeful, courageous, continuous improvement through research and action.</i>
Integrity:	<i>I will do the right thing...even when no one is looking</i>
Integrity:	<i>by staying true to our convictions in all that we say and do even when no one is watching</i>
Integrity:	<i>Doing the "right thing" at all times with honesty and authenticity</i>
Integrity:	<i>Always aligning our actions with our values and beliefs.</i>
Joyful Learning and Joyful Work:	<i>unlocking human potential through joyful expression in our daily work and learning</i>
Kids First:	<i>Students' diversity and needs drive decisions and actions</i>
Knowledge:	<i>Skilled in accessing, navigating and using a broad array of facts and viewpoints from a global perspective</i>
Learning:	<i>Continuous, meaningful, and challenging effort that results in student success.</i>
Partnership:	<i>I will engage in relationships and action which empowers learning for ALL</i>
Partnership:	<i>Together, we achieve more than alone</i>
Respect:	<i>I will honor the uniqueness of myself and others, treating others as we wish to be treated</i>
Respect:	<i>pride in who we are, accepting of our differences</i>
Respect:	<i>in thought and action for the individual, for humanity and for the global community we all share</i>
Responsibility:	<i>Shared stewardship of and accountability for our words, acts, choices and results</i>
(Shared) Responsibility:	<i>Working together interdependently and collaboratively, learning from one another, entrusting one's self interest to another, and taking ownership for our individual and collective actions and decisions.</i>
Stewardship:	<i>Care and responsibility for our natural and social environments</i>
Wisdom:	<i>using our knowledge and experience to elevate our contributions for the benefit of students, staff and community</i>

DESIRED DAILY EXPERIENCES

Draft Descriptions of the Desired Daily Experience for Students *(9-12 statements)*

School Environment

- I see myself reflected at school.
- I feel safe, seen, heard and have a sense of belonging as my authentic self.
- My school environment is clean and safe.
- I have access to what I need.

Personalized Learning

- My teachers support my learning and living a balanced life.
- I have teachers and resources that excite me to learn and help support my unique learning needs.
- I am able to grow from my mistakes with the support from adults and overcome challenges.
- I receive feedback that pushes me to achieve my goals.
- I am motivated when my work is celebrated.
- Through the support of trusted adults, I am able to solve problems and make good decisions.

Teaching and Learning

- I am able to learn skills that will prepare me for the future.
- I connected to what I am learning.

Engagement

- I have opportunities to be involved in social and extracurricular activities.

Draft Descriptions of the Desired Daily Experience for Families (9-12 statements)**Environment**

- I am welcomed at my student's school.
- My student's school has resources to support equitable and inclusive learning outcomes.
- My student's school is a warm and welcoming environment that prioritizes student safety
- Staff at my student's school are highly qualified and reflect the demographics of the student population.
- My student feels a sense of belonging with peers, teachers, and staff.

Personalized Learning

- My student has access to enrichment opportunities.

Teaching and Learning

- My student develops strong problem-solving skills to handle challenges effectively.
- My student is challenged academically and is supported to reach their full potential.

Engagement

- I receive communication that is clear, timely, and consistent in the language and format I need.
- My student's school communicates about activities and opportunities for parents to engage with the school.
- Staff at my student's school reach out to me and engage me in a productive partnership.

Draft Descriptions of the Desired Daily Experience for Staff (9-12 statements)**Environment**

- I am seen, heard, and valued within the district.
- I feel physically, mentally, and emotionally safe in my work environment.
- Teachers and staff stay at my school/district, providing a stable and consistent learning environment with high expectations for all.
- My workday is a joyful experience.
- The communication and presence from district and building administration is consistent, timely, and relevant.

Personalized Learning

- I inspire my students to learn about the world and become responsible global citizens.
- Our students' social, emotional, and mental health needs are supported.
- I have the resources and time to perform my job responsibilities effectively.

Teaching and Learning

- My school has a fair and transparent assessment system that accurately reflects my students' abilities, growth, and future goals.

Engagement

- I have regular opportunities to provide feedback and see my voice reflected in decisions that impact my daily work experience.
- I have opportunities to collaborate within the school and community to enhance the overall learning experience for student success.
- Families and the community in my school/district are partners, engaged in school activities and decision-making.

DRAFT THEORIES OF ACTION

Draft District Theory of Action		
If/when we	Create an environment where all students feel welcome, connected, safe and have a sense of belonging to their school, peers, staff and community	and
If/when we	Create an environment of mutual collaboration and respect that honors multiple perspectives and voices	and
If/when we	Create an environment that fosters high expectations with rigor and supports for all	and
If/when we	Ensure students engage in opportunities based on who they are and their interests.	and
If/when we	Value, acknowledge and collect feedback from staff, family, students, and community as a way to influence and improve district programs and processes	and
If/when we	Ensure Fridley Public Schools is the first and best choice for resident families	and
If/when we	Foster pride in our buildings and facilities	and
If/when we	Invest in and retain highly qualified staff who reflect the demographics of our students	and
If/when we	Provide strategic and ongoing professional learning for staff	and
If/when we	Allocate resources in a transparent way that aligns with district strategic priorities	and
If/when we	Utilize data to drive decision making	
then,	<i>We will achieve our mission to guide students in the development of learning skills to help them reach their full potential.</i>	

Draft Classroom Theory of Action		
If/when we	Engage students in their learning through voice, choice, and agency	and
If/when we	Create systems of support for the social emotional, behavioral and academic growth for all students	and
If/when we	Believe that all students can achieve at high levels	and
If/when we	Provide relevant, rigorous and engaging learning	and
If/when we	Ensure every student knows and can speak to their own achievement data	and
If/when we	Believe our purpose is to help students be college or career ready	and
If/when we	Ensure our equity lens is always on and seeing equity as “our work”	and
If/when we	Use provided time and relevant data to guide instruction and support decisions for their students	and
If/when we	Implement the use of high quality curricular materials with fidelity to close opportunity gap	
If/when we	Ensure the continual implementation of AVID and IB are complementing each other across our schools	
then,	<i>We will achieve our mission to guide students in the development of learning skills to help them reach their full potential.</i>	

Fridley Public Schools District 3 Year Operational Plan 3-7-2024				
Strategic Directions:	2023-24 SY	2024-25 SY	2025-26 SY	2026-27 SY
A. Providing access to high quality, rigorous, and relevant instruction in each classroom.	Learning Work Initiatives <ul style="list-style-type: none"> • AVID School-wide 5-12 • Structured Literacy • ML and EL Programming • Comprehensive Data System • Secondary Curriculum Maps 	Learning Work Initiatives <ul style="list-style-type: none"> • Secondary Academic MTSS <ul style="list-style-type: none"> ○ High impact tutoring ○ Exact path ○ Credit recovery ○ READ act • IB CP • AVID Elementary 	Learning Work Initiatives <ul style="list-style-type: none"> • AVID Elementary 	Learning Work Initiatives <ul style="list-style-type: none"> •
	Implementation Work Change Readiness <ul style="list-style-type: none"> • 	Implementation Work Change Readiness <ul style="list-style-type: none"> • Structured literacy training Phase 1 ML & EL programming • 5-6 Knowledge-building Literacy Curriculum • AVID School-wide 5-12 • Comprehensive Data System (Abre) • Secondary Curriculum Maps 	Implementation Work Change Readiness <ul style="list-style-type: none"> • IB career-related programs (CP) • Structured literacy training Phase 2 • K-4 Knowledge-building Literacy Curriculum 	Implementation Work Change Readiness <ul style="list-style-type: none"> •

	<p>Implementation Work Change Management</p> <ul style="list-style-type: none"> E-6 Literacy Foundational Skills Curriculum 	<p>Implementation Work Change Management</p> <ul style="list-style-type: none"> SEL curriculum <ul style="list-style-type: none"> Curriculum updates Belonging 6-12 Science Curriculum PreK-6 Foundational Literacy Skills 	<p>Implementation Work Change Management</p> <ul style="list-style-type: none"> ML & EL programming AVID School-wide 5-12 Secondary Curriculum Maps Comprehensive Data System (Abre) 	<p>Implementation Work Change Management</p> <ul style="list-style-type: none"> K-12 Structured Literacy
	<p>Standard Work Practices</p> <ul style="list-style-type: none"> Grading practices IB PYP IB MYP IB DP Curriculum and Standards Review Cycle 	<p>Standard Work Practices</p> <ul style="list-style-type: none"> Elementary Academic MTSS Curriculum and Standards Review Cycle 	<p>Standard Work Practices</p> <ul style="list-style-type: none"> Curriculum and Standards Review Cycle PreK-6 Foundational Literacy Skills 	<p>Standard Work Practices</p> <ul style="list-style-type: none"> Curriculum and Standards Review Cycle Comprehensive Data System (Abre)
<p>B. Improving our student support structures and processes to meet students academic, social, behavior needs while increasing engagement and belonging.</p>	<p>Learning Work Initiatives</p> <ul style="list-style-type: none"> 	<p>Learning Work Initiatives</p> <ul style="list-style-type: none"> Developmentally appropriate playground Barriers for attendance College and Career Readiness - District Wide plan 	<p>Learning Work Initiatives</p> <ul style="list-style-type: none"> 	<p>Learning Work Initiatives</p> <ul style="list-style-type: none"> Universal full pre-K 4's
	<p>Implementation Work Change Readiness</p> <ul style="list-style-type: none"> Program-wide expectations Secondary progress monitoring data & data review 	<p>Implementation Work Change Readiness</p> <ul style="list-style-type: none"> Policy 105 Equity work (equity circles - FCC, equity coaching, equity skillset) AVID schoolwide 5-12 SEL CE budget sustainability 	<p>Implementation Work Change Readiness</p> <ul style="list-style-type: none"> Policy 105 Equity work (equity circles - FCC, equity coaching, equity skillset) SEL CE budget sustainability 	<p>Implementation Work Change Readiness</p> <ul style="list-style-type: none"> Policy 105 Equity work (equity circles - FCC, equity coaching, equity skillset) CE budget sustainability

	Implementation Work Change Management <ul style="list-style-type: none"> • 	Implementation Work Change Management <ul style="list-style-type: none"> • Program-wide expectations • Secondary progress monitoring data & data review 	Implementation Work Change Management <ul style="list-style-type: none"> • 	Implementation Work Change Management <ul style="list-style-type: none"> • AVID schoolwide 5-12 • SEL
	Standard Work Practices <ul style="list-style-type: none"> • 	Standard Work Practices <ul style="list-style-type: none"> • PBIS (middle school) 	Standard Work Practices <ul style="list-style-type: none"> • PBIS Behavior analysis & data • Tier 3 resources & support?? 	Standard Work Practices <ul style="list-style-type: none"> •
C. Supporting staff in personal and professional growth to promote collaboration and accountability in the professional community	Learning Work Initiatives <ul style="list-style-type: none"> • 	Learning Work Initiatives <ul style="list-style-type: none"> • LTRS • Using student data to make instructional decisions • Understanding content area standards • Adult mindset around students (remove deficit mindset) • Using new data systems <ul style="list-style-type: none"> ○ Abre ○ Ellevation 	Learning Work Initiatives <ul style="list-style-type: none"> • Co-teaching w/ EL programming & Sped (models & defining) • WIT and Wisdom 	Learning Work Initiatives <ul style="list-style-type: none"> •
	Implementation Work Change Readiness <ul style="list-style-type: none"> • Collaboration (mindset and skill set) internal and across • • Roles and responsibilities • 	Implementation Work Change Readiness <ul style="list-style-type: none"> • • Collaboration (mindset and skill set) • • • 	Implementation Work Change Readiness <ul style="list-style-type: none"> • • Co Teaching • Peer mentor (new staff) 	Implementation Work Change Readiness <ul style="list-style-type: none"> •

	Implementation Work Change Management <ul style="list-style-type: none"> • 	Implementation Work Change Management <ul style="list-style-type: none"> • • Embedded Professional Development • Shared Ownership 	Implementation Work Change Management <ul style="list-style-type: none"> • EL services • Co Teaching 	Implementation Work Change Management <ul style="list-style-type: none"> • Staff care • Co Teaching
	Standard Work Practices <ul style="list-style-type: none"> • TS GOLD, TCIT, FAST, Seesaw (new staff) • POI/planner revisions • PBIS • Restorative Practices • IB Common Language 	Standard Work Practices <ul style="list-style-type: none"> • Seesaw as family engagement tool • Data Informed Discussion based on student groups 	Standard Work Practices <ul style="list-style-type: none"> • Engaging in new learning with structured literacy • Tier 3 Interventions • Special Ed Tools & Resources 	Standard Work Practices MTSS resources, tools, strategies for all academic and SEL levels including enrichment
D. Improving our practices to engage families in schools.	Learning Work Initiatives <ul style="list-style-type: none"> • Recreate communication tools with the acknowledgement of equity and inclusion that aligns with Policy 105 	Learning Work Initiatives <ul style="list-style-type: none"> • Determine appropriate adaptive communications tools (language, ability, platform, etc.) • Changing the way we communicate with families to be a part of the communication 	Learning Work Initiatives <ul style="list-style-type: none"> • CE partnerships • City/school partnership 	Learning Work Initiatives <ul style="list-style-type: none"> •
	Implementation Work Change Readiness <ul style="list-style-type: none"> • Information / document translation • Comprehensive marketing and communications plan 	Implementation Work Change Readiness <ul style="list-style-type: none"> • Solicit feedback regularly • Parent Engagement Implementation 	Implementation Work Change Readiness <ul style="list-style-type: none"> • 	Implementation Work Change Readiness <ul style="list-style-type: none"> • CE partnerships • City/school partnership
	Implementation Work Change Management <ul style="list-style-type: none"> • 	Implementation Work Change Management <ul style="list-style-type: none"> • Information/document translation • Comprehensive marketing and communications plan 	Implementation Work Change Management <ul style="list-style-type: none"> • Solicit feedback regularly 	Implementation Work Change Management <ul style="list-style-type: none"> •

	Standard Work Practices <ul style="list-style-type: none"> • 	Standard Work Practices <ul style="list-style-type: none"> • Parent engagement 	Standard Work Practices <ul style="list-style-type: none"> • Comprehensive marketing and communications plan 	Standard Work Practices <ul style="list-style-type: none"> • Family engagement involvement • Solicit feedback regularly
E. Improving efficiency, effectiveness, equity, and safety in district facilities, finance, and operations.	Learning Work Initiatives <ul style="list-style-type: none"> • 	Learning Work Initiatives <ul style="list-style-type: none"> • District camera • District doors 	Learning Work Initiatives <ul style="list-style-type: none"> • Non-gendered restrooms 	Learning Work Initiatives <ul style="list-style-type: none"> •
	Implementation Work Change Readiness <ul style="list-style-type: none"> • Budgeting / HR processes 	Implementation Work Change Readiness <ul style="list-style-type: none"> • Reviewing student data to determine staffing budget 	Implementation Work Change Readiness <ul style="list-style-type: none"> • LTFM / Building improvements 	Implementation Work Change Readiness <ul style="list-style-type: none"> •
	Implementation Work Change Management <ul style="list-style-type: none"> • 	Implementation Work Change Management <ul style="list-style-type: none"> • 	Implementation Work Change Management <ul style="list-style-type: none"> • 	Implementation Work Change Management <ul style="list-style-type: none"> •
	Standard Work Practices <ul style="list-style-type: none"> • Oversight of safe schools training (annual) 	Standard Work Practices <ul style="list-style-type: none"> • 	Standard Work Practices <ul style="list-style-type: none"> • 	Standard Work Practices <ul style="list-style-type: none"> •

Fridley Public Schools
District and School Standard Work
(Recent Initiatives and Improvements now completed)

Standard Work - Completed

Elementary	Secondary	District
<ul style="list-style-type: none"> ● FAST benchmarking 3 times a year ● Common prep for grade level & intervention ● Targeted services ● TCIT for preK/elementary ● Sped due process <ul style="list-style-type: none"> ○ Sped forms ● Ukeru & CPI ● BESSE YIPS/YEPS SEL screeners ● Field trip process ● ACP ● Title I ● MX2018 in Elem ● Family Conferences ● IB PYP 	<ul style="list-style-type: none"> ● FAST benchmarking 3 times a year ● Special Ed intake process in the highschool ● Second Step building master scheduled ● Credit recovery ● Secondary AVID elective ● Concurrent enrollment process ● IB MYP ● IB DP 	<ul style="list-style-type: none"> ● Time/time off reporting (Skyward & Apple Track) ● Standardized testing SOPs ● Disciplinary documentation & reporting ● PBIS ● P-card payments & documentation ● Curriculum review ● Calendar creation (academic & school events) ● Testing Requirements ● Enrollment Process ● Restorative practices ● SEL curriculum ● Teacher observation process ● PYP framework ● Transportation ● CARES process ● CARE team meetings ● Data protocol ● PD calendar ● TS Gold assessment/collaboration w/ Sped ● PreK-12 district ● Skyward ● Safe schools training ● 504 process <ul style="list-style-type: none"> ○ Sped forms

		<ul style="list-style-type: none">● Campus navigation<ul style="list-style-type: none">○ Attendance○ Grading○ Manager○ Navigation● Criteria scoring● Leadership retreat● Land acknowledgment● Holding space● New teacher academy● Implicit bias strategies● MCA administration● WIDA access● PD calendar● ADSIS● Building newsletter monthly● TS Gold
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Fridley Public Schools
District Vision Card ~DRAFT
 March 2024

Measure	Level 1 Intervention 1.0 – 1.9	Level 2 High Concern 2.0 – 2.9	Level 3 Baseline 3.0 – 3.9	Level 4 Progressing 4.0 – 4.9	Level 5 Vision 5.0 +
Achievement % of students meeting grade level benchmarks <i>(multi-variable, grade appropriate assessments)</i>	Less than 60 % of all students meeting benchmarks and greater than 20 % of any single student group not meeting benchmark	60 - 70 % of all students meeting benchmarks and less than 20% of any single student group not meeting benchmark	70 - 74 % of all students meeting benchmarks and less than 15 % of any single student group not meeting benchmark	75 - 80 % of all students meeting benchmarks and less than 10 % of any single student group not meeting benchmark	Greater than 80 % of all students meeting benchmarks and less than 5 % of any single student group not meeting benchmark
High Quality Implementation of Classroom Theory of Action <i>(observations, learning visit, and student survey)</i>	Less than 60 % of classrooms demonstrate ALL elements of Theory of Action	60 - 69 % of classrooms demonstrate ALL elements of Theory of Action	70 – 79 % of classrooms demonstrate ALL elements of Theory of Action	80 – 90 % of classrooms demonstrate ALL elements of Theory of Action	Greater than 90 % of classrooms demonstrate ALL elements of Theory of Action
High Quality Implementation of MTSS	Less than 60 % of classrooms demonstrate ALL elements of MTSS	60 - 69 % of classrooms demonstrate ALL elements of MTSS	70 – 79 % of classrooms demonstrate ALL elements of MTSS	80 – 90 % of classrooms demonstrate ALL elements of MTSS	Greater than 90 % of classrooms demonstrate ALL elements of MTSS
Family DDE % agreement to high agreement	Less than 65% of families surveyed agree or strongly agree to DDE key statements	65 – 69 % of families surveyed agree or strongly agree to DDE key statements	70 – 74 % of families surveyed agree or strongly agree to DDE key statements	75 – 84 % of families surveyed agree or strongly agree to DDE key statements	Greater than 85% of families surveyed agree or strongly agree to DDE key statements
Student DDE – % agreement to high agreement	Less than 65% of students surveyed agree or strongly agree to DDE key statements	65 – 69 % of students surveyed agree or strongly agree to DDE key statements	70 – 74 % of students surveyed agree or strongly agree to DDE key statements	75 – 84 % of students surveyed agree or strongly agree to DDE key statements	Greater than 85% of students surveyed agree or strongly agree to DDE key statements
Staff DDE – % agreement to high agreement	Less than 65% of staff surveyed agree or strongly agree to DDE key statements	65 – 69 % of staff surveyed agree or strongly agree to DDE key statements	70 – 74 % of staff surveyed agree or strongly agree to DDE key statements	75 – 84 % of staff surveyed agree or strongly agree to DDE key statements	Greater than 85 % of staff surveyed agree or strongly agree to DDE key statements

Learning Leadership Teams and processes, outcomes. <i>(PLC team survey, leadership team survey)</i>	Less than 60 % of Learning Leadership Teams and PLCs demonstrate the defined culture, processes, outcomes.	60 - 69 % of Learning Leadership Teams and PLCs demonstrate the defined culture, processes, outcomes.	70 – 79 % of Learning Leadership Teams and PLCs demonstrate the defined culture, processes, outcomes.	80 – 90 % of Learning Leadership Teams and PLCs demonstrate the defined culture, processes, outcomes.	Greater than 90 % of Learning Leadership Teams and PLCs demonstrate the defined culture, processes, outcomes.
Student Learning Goals	Less than 60% of teachers write student learning goals for their students.	60 - 69% of teachers write student learning goals for their students.	70 – 79% of teachers write student learning goals for their students.	80 – 90% of teachers write student learning goals for their students.	Greater than 90% of teachers write student learning goals for their students.
Implementation of District 3 Year Operational Plan	Less than 60 % of district Initiatives and school / department projects implemented on-time and within budget	60 - 69 % of district Initiatives and school / department projects implemented on-time and within budget	70 – 79 % of district Initiatives and school / department projects implemented on-time and within budget	80 – 90 % of district Initiatives and school / department projects implemented on-time and within budget	Greater than 90 % of district Initiatives and school / department projects implemented on-time and within budget
District Model for Sustainability and Stability	Annual Budget developed and approved.	2 Year District Model for sustainable financial and staffing conditions and parameters.	3 Year + District Model for sustainable financial and staffing conditions and parameters.	5 Year + District Model for sustainable financial and staffing conditions and parameters.	10 Year + District Model for sustainable financial and staffing conditions and parameters.

CLASSROOM TO BOARDROOM STRATEGIC PLANNING PROCESS



