



A World-Class Community of Learners

104 School District 14 Mission Statement

I. Purpose

The purpose of this policy is to establish a clear statement of the purpose for which the Fridley Public School District 14 exists.

II. General Statement of Policy

The School Board believes that a mission statement should be adopted and revised as needed on a regular basis. The mission statement should be based on the beliefs and values of the community as perceived by the School Board as members elected to represent the community. The mission statement should direct any change effort and should be the basis on which decisions are made. The School Board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the School Board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. Mission Statement for Fridley School District 14

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

Our mission is to guide students in the development of learning skills to help them reach their full potential. To accomplish this mission, we will. . .

- 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.

Fridley's vision is to develop an educational foundation for students

- 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

Values Fridley will promote: International Baccalaureate Learner Profile

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Priorities

- Academic Achievement
- Instructional strategies
- Positive, safe, and respectful learning environment
- Financial stability
- Parent/School Partnership

IV. Five Broad School Board Operational Priorities for Improvement

A. Improving academic achievement and ensuring high levels of school performance

Student learning goals will include:

- Academic skills in the core areas of reading, mathematics, and writing and higher-level student achievement and performance in all content areas defined by the state K-12 standards and the state and local graduation requirements.
- Reduce the identified achievement gap
- Focus on comprehensive intake procedures
- Establish ongoing activities and transition procedures to address the needs of new students

B. Using instructional strategies recognized as most-effective within the field

Instructional strategies that are linked to high levels of student achievement and performance will be emphasized:

- Challenging content
- Higher-level thinking skills
- Problem-based learning

- Active student participation
- Collaboration among students
- Oral and written presentations by students
- Teacher facilitation of student inquiry
- Professional development to assist teachers in meeting needs of highly mobile students

C. Creating a positive, safe, and respectful environment for student learning

A positive school environment is characterized by:

- High expectations for learning
- Caring adults
- Positive student-teacher relationships
- Reinforcement of respectful behavior
- Few classroom distractions
- Sufficient materials and equipment
- High staff morale
- Effective leadership
- Create and support peer mentoring program that specifically partners new students with current students
- Provide support to assist students to recognize and develop alternative responses

D. Continuing to build financial stability in Fridley schools by planning and executing financial plans

Annual financial plans will include:

- Study of most recent audit information and past patterns of revenues and expenditure forecasts to actuals
- Implementation of current budget adjustments based on most recent known information and regularly updating future forecasts
- Monitoring budgeted student enrollments compared to actual enrollments
- Monitoring class sizes within established parameters
- Tracking of open enrollment patterns and causes
- Expanding resident student recruitment activities by site
- Striving to achieve the undesignated general fund reserve balance set in policy
- Identifying expanded sources of revenues (grants, shared programs, etc.)
- Reporting results achieved to the Finance Committee, School Board, and broader community.

E. Improving parent and school partnership

Effective school and parent partnerships are characterized by:

- Parent participation in school activities
- Parent involvement in school-governance
- Communication between school and home about class expectations and student progress
- Parent support of their children’s educational goals outside of the school day
- Provide outreach to educate parents about minimizing the negative effects of mobility

V. Accountability/Evaluation

Individual schools will establish goals in the district priority areas each year based on the needs at each school. Each school will measure and report progress towards attainment of its goals and will make changes in its goals and supporting activities as needed.

The district administration will provide direction and support for program development and evaluation and will monitor the extent to which district priorities were successfully addressed.

Legal References:

Minn. Rule Parts 3501.0010 to 3501.0180
Minn. Rule Parts 3501.0200-3501.0270
Minn. Stat 123.972 (School District Policy)

School Board Action:

Revised as Policy 2.000 February 26, 1985
Revised as Policy 104 December 21, 1999
Revised January 17, 2006
Revised November 16, 2010
Revised March 15, 2011
Revised August 19, 2014