

Fridley School District: Goal Summary 2014-15

Achievement and Integration for MN (AIM)

- Achievement Goal 1: 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 by 4% by 2017.
- Achievement Goal 2: 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 by 4% by 2017.
- Integration Goal 1: the percentage of black, not 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.
- Integration Goal 2: The four-year average of students enrolled in the magnet programming through NWSISD is 289. NWSISD and Fridley Public Schools will sustain enrollment in magnet programming between 80% (231 students) and 100% (289 students) of that four-year average over the next three years (2015-2017).

Student Achievement Building Goals: Q Comp

Hayes Elementary

- The percentage of all students in Grade 2 at Hayes Elementary who meet or exceed their fall to spring individual RIT Growth Projections on the NWEA MAP in Mathematics will increase from 66.9% in fall 2014 to 72.0% in spring 2015.
- The percentage of all students in Grade 3 at Hayes Elementary who meet or exceed their fall to spring individual RIT Growth Projections on the NWEA MAP in Mathematics will increase from 78.1% in fall 2014 to 82.0% in spring 2015.
- The percentage of all students in Grade 4 at Hayes Elementary who meet or exceed their fall to spring individual RIT Growth Projections on the NWEA MAP in Mathematics will increase from 82.3% in fall 2014 to 85.0% in spring 2015.
- 90.0% of Kindergarten students at Hayes Elementary will achieve proficiency on the five district math benchmark assessments given in the 2014-2015 school year.
- 90.0% of Grade 1 students at Hayes Elementary will achieve proficiency on the four district math benchmark assessments given in the 2014-2015 school year.

- The percentage of all students in Grade 2 at Hayes Elementary who meet or exceed their fall to spring individual RIT Growth Projections on the NWEA MAP in Reading will increase from 59.2% in fall 2014 to 66.0% in spring 2015.
- The percentage of all students in Grade 3 at Hayes Elementary who meet or exceed their fall to spring individual RIT Growth Projections on the NWEA MAP in Reading will increase from 66.0% in fall 2014 to 72.0% in spring 2015.

- The percentage of all students in Grade 4 at Hayes Elementary who meet or exceed their fall to spring individual RIT Growth Projections on the NWEA MAP in Reading will increase from 77.6% in fall 2014 to 81.0% in spring 2015.
- 90.0% of all students will reach guided reading level C by the end of the year according to the Fountas & Pinnell Reading Assessment.
- 90.0% of all students will reach guided reading level I by the end of the year according to the Fountas & Pinnell Reading Assessment.

RL Stevenson Elementary

- The percentage of all students in Grade 2 at Stevenson Elementary who meet or exceed their fall to spring individual RIT Growth Projections on the NWEA MAP in Mathematics will increase from 78.4% in 2014 to 81.0% in spring 2015.
- The percentage of all students in Grade 3 at Stevenson Elementary who meet or exceed their fall to spring individual RIT Growth Projections on the NWEA MAP in Mathematics will increase from 87.7% in 2014 to 90.0% in spring 2015.
- The percentage of all students in Grade 4 at Stevenson Elementary who meet or exceed their fall to spring individual RIT Growth Projections on the NWEA MAP in Mathematics will increase from 86.5% in 2014 to 89.0% in spring 2015.
- The percentage of all students in Grade 2 at Stevenson Elementary who meet or exceed their fall to spring individual RIT Growth Projections on the NWEA MAP in Reading will increase from 63.6% in 2014 to 66.6% in spring 2015.
- The percentage of all students in Grade 3 at Stevenson Elementary who meet or exceed their fall to spring individual RIT Growth Projections on the NWEA MAP in Reading will increase from 71.6% in 2014 to 74% in spring 2015.
- The percentage of all students in Grade 4 at Stevenson Elementary who meet or exceed their fall to spring individual RIT Growth Projections on the NWEA MAP in Reading will increase from 64% in fall 2014 to 73% in spring 2015.

Fridley Middle School

- The percentage of all students in grade 5 at Fridley Middle School who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Math will increase from 77.0% in spring 2014 to 79.0% in spring 2015.
- The percentage of all students in grade 6 at Fridley Middle School who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Math will increase from 72.4% in spring 2014 to 75.0% in spring 2015.
- The percentage of all students in grade 7 at Fridley Middle School who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Math will increase from 66.8% in spring 2014 to 69.0% in spring 2015.
- The percentage of all students in grade 8 at Fridley Middle School who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Math will increase from 58.9% in spring 2014 to 61.0% in spring 2015.
- The percentage of all students in grade 5 at Fridley Middle School who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in reading will increase from 68.5% in spring 2014 to 71.0% in spring 2015.

- The percentage of all students in grade 6 at Fridley Middle School who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in reading will increase from 53.7% in spring 2014 to 56.0% in spring 2015.
- The percentage of all students in grade 7 at Fridley Middle School who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in reading will increase from 66.0% in spring 2014 to 69.0% in spring 2015.
- The percentage of all students in grade 8 at Fridley Middle School who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in reading will increase from 58.9% in spring 2014 to 61.0% in spring 2015.

Fridley High School

- The percentage of all students in grade 9 at Fridley High School who meet or exceed their spring to spring individual RIT Growth Projection on the NWEA MAP in Reading will increase from 58.4% in spring 2014 to 61.4% in spring 2015.
- The percentage of all students in grade 10 at Fridley High School who meet or exceed their spring to spring individual RIT Growth Projection on the NWEA MAP in Reading will increase from 48.8% in spring 2014 to 51.8% in spring 2015.

Fridley HS ALC

- The percentage of all students in grades 9-10 at Moore Lake Area Learning Center who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Mathematics will increase from 33.3% in fall 2014 to 43.3% in spring 2015.
- The percentage of all students in grades 9-10 at Moore Lake Area Learning Center who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Mathematics will increase from 66.7% in fall 2014 to 77.7% in spring 2015.

Early Childhood Special Education

- The percent of children aged 3-5 enrolled in an ECSE program who functioning within age expectations in acquisition and use of knowledge and skills including early language/communication and early literacy skills by the time they turned 6 years of age or exited the program will increase from 35.3% to 38.3% as measured by the Child Outcome Summary Form (COSF) rating system in 2015
- The percent of children aged birth through 2 years enrolled in an ECSE program functioning within age expectation in acquisition and use of knowledge and skills including early language/communication skills by the time they turned 3 years of age or exited the program will increase from 50.0% to 53.0% as measured by the Child Outcome Summary Form (COSF) rating system in 2015.

Early Childhood Family Education

- The percentage of all 4-year-olds enrolled in Reading Corps-ECFE classrooms who meet or exceed the age-proficiency benchmark score on the Letter Name Fluency Assessment will increase from 29.8% in spring of 2014 to 32.8% in spring of 2015.

- The percentage of all 4-year-olds enrolled in Reading Corps-ECFE classrooms who meet or exceed the age-proficiency benchmark score on the Letter Sounds Assessment will increase from 61.7% in spring of 2014 to 64.7% in spring of 2015.

District-wide Specialist

- The percentage of all students with disabilities enrolled October 1 in grades 3-11 at Fridley School District who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on all state accountability tests (MCA, MTAS, MOD) will increase from 39.3% in 2014 to 40.3% in 2015.

Title I Program Goals

Reading

- The percentage of students in grade 3 district-wide who enrolled by October 1 who are proficient on the Reading MCA will increase from 47.7% in 2014 to 50.0% in 2015.
- The percentage of students in grade 4 district-wide who enrolled by October 1 who are proficient on the Reading MCA will increase from 51.6% in 2014 to 54.6% in 2015.
- The percentage of students in grade 5 district-wide who enrolled by October 1 who are proficient on the Reading MCA will increase from 52.8% in 2014 to 55.8% in 2015.
- The percentage of students in grade 6 district-wide who enrolled by October 1 who are proficient on the Reading MCA will increase from 38.6% in 2014 to 41.6% in 2015.
- The percentage of students in grade 7 district-wide who enrolled by October 1 who are proficient on the Reading MCA will increase from 39.9% in 2014 to 41.9% in 2015.
- The percentage of students in grade 8 district-wide who enrolled by October 1 who are proficient on the Reading MCA will increase from 42.6% in 2014 to 45.6% in 2015.
- The percentage of students in grade 10 district-wide who enrolled by October 1 who are proficient on the Reading MCA will increase from 53.8% in 2014 to 56.8% in 2015.

Mathematics

- The percentage of students in grade 3 district-wide who enrolled by October 1 who are proficient on the Math MCA will increase from 66.5% in 2014 to 68.50% in 2015.
- The percentage of students in grade 4 in all district schools enrolled by October 1 who are proficient on the Math MCA will increase from 71.6% in 2014 to 73.75% in 2015.
- The percentage of students in grade 5 in all district schools enrolled by October 1 who are proficient on the Math MCA will increase from 50.8% in 2014 to 52.32% in 2015.
- The percentage of students in grade 6 in all district schools enrolled by October 1 who are proficient on the Math MCA will increase from 49.5% in 2014 to 50.98% in 2015.
- The percentage of students in grade 7 in all district schools enrolled by October 1 who are proficient on the Math MCA will increase from 52.6% in 2014 to 54.18% in 2015.
- The percentage of students in grade 8 in all district schools enrolled by October 1 who are proficient on the Math MCA will increase from 49.5% in 2014 to 50.98% in 2015.
- The percentage of students in grade 11 in all district schools enrolled by October 1 who are proficient on the Math MCA will increase from 43.7% in 2014 to 45.0% in 2015.

MN CIMP Program Evaluation Goals

- The District graduation rate for students with disabilities will increase from 45.0% during the 2013-14 school year to 50.0% during the 2013-14 school year.
- Dropout Rate: The dropout rate for students with IEPs will decrease from the 2012-13 rate of 5.4% to 4.3% by the end of the 2014-15 school year.
- Student Achievement: To increase the percentage of students with disabilities who earn proficient scores on the Reading MCA from the 2013 level of 38.7% to 47.2% by June, 2015.
- Student Achievement: To increase the percentage of students with disabilities earning proficient scores on the Math MCA II from the 2013 level of 57.7% to 60.0% on the 2015 MCA III.
- Suspensions and Expulsions: To decrease the current rate of long suspensions (>10days) of students with disabilities from the current level of 3 student in the 2013-14 school year to 0 students during the 2014-15 school year.
- Instructional Setting: The district will increase the percentage of students served in Setting I programs from the current level of 49.2% to 54.2% by June 30, 2015.
- Instructional Setting: The district will decrease the percentage of students served in Setting III programs from the current level of 13.3 % to 8.8% by June 30, 2015.
- Instructional Setting: The district will decrease the percentage of students served in separate schools, residential facilities, or homebound/hospital placements from the current level of 10.0% to 7.0% by June 30, 2015, when not considering transition students.
- Preschool Outcomes: To increase the percentage of students with disabilities who were indicated as having substantially increased their rate of growth by the time they turned 6 years of age in the area of positive social-emotional outcomes (including social relationships) from 71.43% to 81.0%.
- Preschool Outcomes: To increase the percentage of students with disabilities who were indicated as having within age expectations by the time they turned 6 years of age in the area of positive social-emotional outcomes (including social relationships) from 29.41% to 52.0%
- Preschool Outcomes: To increase the percentage of students with disabilities who were indicated as having substantially increased their rate of growth by the time they turned 6 years of age in the area of acquisition and use of knowledge and skills from 73.33% to 82.0%
- Preschool Outcomes: To increase the percentage of students with disabilities who were indicated as having within age expectations in the area of acquisition and use of knowledge and skills from 35.29% to 54.0%.
- Preschool Outcomes: To increase the percentage of students with disabilities who were indicated as having substantially increased their rate of growth by the time they turned 6 years of age in the area of taking appropriate action to meet needs from 63.64% to 82.0%
- Preschool Outcomes: To increase the percentage of students with disabilities who were indicated as having within age expectations in the area of taking appropriate action to meet needs from 41.18% to 70.0%.