

2016 Conference:

Improving Outcomes Cost-Effectively For Struggling Students Including Those with Special Needs and English Language Learners

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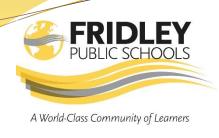
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Rethinking Support for Struggling Students

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Laura Seifert-Hertling, Director of Special Services Imina Oftedahl, Director of Educational Services



The Why

School Board 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



Who we are

- International Baccalaureate PK-12 Continuum
- Demographics
 - Enrollment 3115
 - Open Enrollment 1270 (41%)
 - Students of Color 55%
 - FRL Eligibility 63%
 - English Learner 16%
 - Special Services 15%



A World-Class Community of Learners

- Elementary (2)
- Middle School
- High School
- ALC
- Transition
- Early Childhood

Who we are



What we thought we needed

- Special education staffing and service delivery
 - Licensed staff
 - Paraprofessionals
 - Related services



What we found we needed

- Effective service delivery
 - Special education
 - Related services
 - Literacy
- Model for staffing and service delivery
 - License staff
 - Non licensed staff
 - Related services



- Focus groups with staff providing services to struggling students (DMC)
 - Special education teachers
 - Related services staff
 - Paraprofessionals
 - Reading and Title I teachers
 - Principals and district administrators



- Analyzed staffing, services and achievement data (DMC)
 - Time study
 - Staff to student ratio
 - Staff expertise and licensure
 - Student achievement



What we found

- Achievement in reading and math is stagnant
- Inconsistencies
 - Direct instruction time
 - Group size
 - Related services
 - Core literacy instructional practices
- Staffing
 - Paraprofessional support
 - Related services



Recommendations

- Structure <u>strong content</u> support according to student <u>need</u>
- Provide <u>additional</u> time for struggling students
- Increase time of special ed direct instruction
- Establish group size for reading intervention
- Increase <u>direct instruction</u> time and <u>group size</u> for related services



Literacy

- Braiding funding sources (Title 1, sped, ADSIS, gen ed)
 - Reallocation of staff: sped, paraprofessionals, EL, gen ed
 - Increase licensed reading intervention staff
- Reconstruct master schedules
 - Dedicated intervention time
 - Literacy, special ed, related services
- Redefine and strengthen core instruction



- Special Ed
 - Identified teachers to increase literacy skills
 - Shifted roles
 - MTSS for behavior
 - ADSIS for behavior and academics
- Related Services
 - Group sizes
 - Hired our own staff



- Social-Emotional
 - School linked mental health
 - MTSS district wide
 - Whole child approach
 - Considered ACE and impact on trauma
 - Added Board Certified Behavior Analysts
 - Added Social Workers



What we learned

- Articulate the WHY to all staff stakeholders
- Create common understanding of need and strategies
- Strengthen and support principals involvement
- Visible and consistent leadership
- Have clear evaluation plan



What we have next to do

- Fidelity of interventions
- Program evaluation and analysis for effectiveness in literacy
- Special education
 - Shift mindset of all staff to be more inclusive
 - Create more child specific IEPs
 - Focus on Problem Solving



Questions?

Laura Seifert-Hertling
Director of Special Services

Laura.Seifert@Fridley.k12.mn.us

Imina Oftedahl
Director of Educational Services

Imina.Oftedahl@Fridley.k12.mn.us



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