



2015-16 Site Progress Report and 2016-17 Site Improvement Plan Greenvale Park

Site Vision Statement:

Since we believe that the most promising strategy for achieving the mission of Greenvale Park is to develop our capacity to function as a professional learning community, we envision a school in which staff:

- Demonstrate a personal commitment to the academic success of students and to the general well-being of all students and staff;
- Accept and encourage individuality;
- Respect and celebrate diversity;
- Maintain effective practices while seeking and implementing strategies for improving student achievement on a continuous basis;
- Work and grow as individuals, collaborative teams and school-wide to achieve our goals, and;
- Challenge the entire Greenvale Park learning community to be problem-solvers.

Site Statement of Collective Commitments:

In order to achieve the vision of a school that functions as a professional learning community, the Greenvale Park staff have made the following collective commitments:

- We will foster a mutually respectful environment to help all students reach their full potential;
- We will make time to connect with students on a personal basis;
- We will respect, trust and support our colleagues;
- We will continue to authentically monitor student achievement and implement appropriate instructional strategies;
- We will create opportunities for each student to develop and share his or her unique qualities;
- We will actively pursue the tasks as outlined in the Continuous Improvement Plan;
- We will engage in meaningful, job-specific staff development to enhance our professional skills;
- We will cooperate and communicate with one another about educational issues; and,
- We will help students identify the problem-solving strategies that they employ on a daily basis.

Site Improvement Team Members:

Jenn Welbaum, Kathryn Lozada, Alisha Clarey, Amy Tacheny, Bridget Timerson, Brigitte Tisdale, Brooke Bulfer, Carrie Rice, Danielle Amundson, Diane Torbenson, Donna Hall, Heather Ryden, Jane Streitz, Kimbra Dimick, Laura Berdahl, Lily Landry, Matthew BergWall, Megan Kraby, Ryan Driscoll, Tiffany Malecha, Dave Craft

Reviewed by Staff: Signature_____ Date_____

Final Approval by
Site Improvement Team: Signature_____ Date_____

Final Approval by
Superintendent: Signature_____ Date_____

2015-16 Site Progress Report

Greenvale Park

Site Improvement Objective: #1 (Reading)

Site Improvement Objective:

Accelerate the literacy growth of students performing below grade level as measured by site DIBELS, BAS (Benchmark Assessment System), District MAP scores (Measure of Academic Progress), and State MCA III scores (Minnesota Comprehensive Assessment).

New/Continuing Objective: Continuing

Length of Objective: 5 years

Which Year: 2 years

District or DEPAC Strategy/Strategies Supported:

- Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.
- Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.
- Strategic Plan Climate - We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.
- Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.
- Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.
- Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.
- DEPAC 2015-16 Assessment – The District will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.
- DEPAC 2015-16 Assessment – Every Professional Learning Community will have a comprehensive formative assessment framework.
- DEPAC 2015-16 Teaching and Learning – Northfield Public Schools will develop continuous, accurate, and separate measurement of each student’s progress toward academic mastery, work habits, and behavior standards.
- DEPAC 2015-16 Teaching and Learning - Staff will foster meaningful classroom relationships by increasing awareness of diversity and developing instruction that addresses multiple learning styles and promotes engagement. Leadership will create structures that support this effort.
- DEPAC 2015-16 Student Services – Northfield Public Schools will continue the implementation of the Multi-Tiered Systems of Support (MTSS) for academic and behavioral interventions.
- DEPAC 2015-16 Student Services – Northfield Public Schools will implement integrated systems of practice and services that provide comprehensive supports for social emotional learning and children’s mental health.
- DEPAC 2015-16 Student Services – Northfield Public Schools will foster school connectedness amongst students, families, and staff, promoting mutual respect and responsibility in order to enhance engagement.

Measurable Evidence of Need:

There was a 4.3% increase in non-proficiency at Greenvale Park in the spring of 2015 based on the MCA III Reading Test.

Student SMART Achievement Goal:

We will reduce the number of all students who scored NON-PROFICIENT in **reading** by 10% in the spring MCA III of 2016.

2015-16 Action Plan Completion Details:**Greenvale Park Elementary**

Year	Percent Proficient	Number Proficient	Number Tested
2011	78.3%	199	254
2012	75.9%	195	257
2013	56.5%	139	246
2014	64.7%	145	224
2015	60.4%	139	230

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Continue to use the district's <u>Language Arts Frameworks</u> as well as the <u>Language Arts Beliefs</u> outlined in the <u>Elementary Language Arts Tutorials</u> to fully embed reader's workshop and word study in our instruction.	Sept. 2015	June 2016	Classroom Teachers, MTSS Coach, Academic Support Staff (<i>Title 1, ADSIS, EL, SPED</i>)	None	Ongoing	Formative and Summative Assessments, DIBELS Reading, BAS, MAP, MCA
2	Create professional development calendar for the year with the emphasis in literacy. Provide specifically designed professional development per the Language Arts Frameworks and specifically in the area of Readers Workshop.	Sept. 2015	June 2016	Principal MTSS Literacy Coach	Building \$\$ for PD Faculty Meetings Building Professional Development Time per District Calendar	Weekly and Monthly Meetings between Principal and MTSS Coach	Faculty Meetings and Building Professional Development Times per District Calendar
3	Continue to use the <u>Reader's Workshop Model</u> for Core Reading Instruction and offer a <u>Balanced Literacy</u> approach as a means to teach students at their instructional level and differentiate as needed. Also, ensure that core reading instruction is at least 60 minutes per day for all children.	Sept. 2015	June 2016	Classroom Teachers, MTSS Coach, Academic Support Staff (<i>Title 1, ADSIS, EL, SPED</i>)	Time: 60 minute minimum for core reading instruction daily	Ongoing	Formative and Summative Assessments, DIBELS Reading, BAS, MAP, MCA

4	Use the <u>optimal learning model</u> to guide instruction and explicitly teach comprehension strategies and decoding skills.	Sept. 2015	June 2016	Classroom Teachers, MTSS Coach, Academic Support Staff (Title 1, ADSIS, EL, SPED)	None	Daily	Formative Assessments and Summative Assessments (<i>Examples: reading records, writing samples and miscue analysis</i>)
5	Continue to use the DIBELS Reading assessment system to benchmark all students (3 times a year) and progress monitor students below benchmark (every 1-2 weeks).	Sept. 2015	June 2016	Classroom Teachers, Title 1, ADSIS, SpEd, MTSS Coach, EAs	DIBELS Reading membership – paid for by Teaching and Learning Office	<i>Benchmark Periods:</i> Sept, Jan. and May <i>Progress Monitoring:</i> bi-weekly (Oct. to April)	DIBELS Reading Data (<i>Benchmark and Progress Monitor Data</i>)
6	Use reading flex time to further differentiate instruction and teach students at their instructional level.	Sept. 2015	June 2016	Classroom Teachers, MTSS Coach. Academic Support Staff	Time: 30 minutes 4 times per week	Ongoing	Formative and Summative Assessments, DIBELS Reading, BAS, MAP and MCA
7	Professional Learning Community (PLC) teams will enhance core instruction and student learning by addressing the Five Critical Questions of PLCs: 1. What do students need to know? (<i>Essential Learnings/ Skills</i>) 2. How will we know if they have learned it? (<i>Formative and Summative Assessment</i>) 3. What will we do when they haven't learned it? (<i>Differentiation, Remediation, Intervention</i>) 4. What will we do when they have already learned it? (<i>Differentiation, Enrichment, Extension</i>) 5. How can we improve our practice? (<i>Collaboration, Action Research, Professional Learning</i>)	Sept. 2015	June 2016	PLC Teams, Principal, MTSS Coaches	Weekly PLC Meetings District Wide	Weekly Meetings: (<i>Wed. 7:45 - 8:45 am</i>)	Formative and Summative Assessments, DIBELS Reading, MAP, MCA, BAS, WTW, PLC Team Documents

8	Provide teachers with data, resources, staff development and support in the area of reading.	Sept. 2015	June 2016	MTSS Coach	TBD	Data Meetings: Oct., Feb. and May <i>(following benchmarking periods)</i> Monthly Staff Meetings On-going as needed (upon request)	Intervention Tracking Data, Formative and Summative Assessments, DIBELS Reading, BAS, MAP and MCA
9	Implement small group and individual interventions for selected students who are below benchmark. <i>(e.g., Leveled Literacy Intervention (LLI), ADSIS (Gr. 4-5), Touch Phonics (K-3)</i>	Sept. 2015	June 2016	Classroom Teachers, SpEd, Title 1, ADSIS, EAs and MTSS Coach	None	Ongoing	Intervention Tracking Data, Formative and Summative Assessments, DIBELS Reading, BAS, MAP and MCA
10	Provide training and professional development in Leveled Literacy Intervention (LLI)	Sept. 2015	June 2016	Director of Teaching and Learning, MTSS Coaches, Principal, Title 1 Staff, EL Staff, 1 Classroom Teacher per Grade Level			BAS
11	Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.	Sept. 2015	June 2016	Building RtI Team (MTSS Coaches, Psychologist, Social Worker and Principal), Licensed Staff, Support Staff	Time: Weekly SST Meetings	Ongoing	Intervention Tracking Data, Formative and Summative Assessments, DIBELS Reading, BAS, MAP, MCA and SST Documentation

12	Continue using <u>Words Their Way</u> as a word study tool for vocabulary, phonics and spelling at children's instructional level.	Sept. 2015	June 2016	Classroom Teachers, RtI Reading Coach, Academic Support Staff	Time: 25 minutes daily	Ongoing	<i>Words Their Way Inventory</i> as well as Formative and Summative Assessments (including writing samples)
13	Use Fountas and Pinnell Benchmark Assessment System (BAS) FAST for Kindergarten, and Pearson Reading Screener (PRS) to assess children's reading level and to determine specific skill deficits in reading.	Sept. 2015	June 2016	Classroom teachers, RtI Reading Coach, Title 1 teachers	None	Benchmarking Periods: Sept., Jan. and May	BAS, PRS
14	Continue a high level of reading engagement by keeping the leveled Media Center open all day.	Sept. 2015	June 2016	Media Center Instructor Media EA Principal	Media Center staffed all day	Ongoing	Media Center Circulation Records
15	Provide literacy opportunities, support and enrichment through extended school day of the GVP Community School model.	Sept. 2015	June 2016	Community School Coordinators, Licensed Staff and Volunteers	Funding provided through Targeted Services and the GVP Community School Budget (21 st Century Grant)	Ongoing	Survey, Student Data
16	Encourage love of reading and writing by inviting an author to Greenvale Park Elementary to share his work.	Sept. 2015	June 2016	MTSS Coach, Classroom Teachers	Time		Student Interest
17	Celebrate literacy by holding <i>I Love to Read Month</i> activities.	Feb. 2016	March 2016	MTSS Coach, <i>I Love to Read</i> Committee (including Media Specialist), Principal and GVP Staff	None	Feb. 2016	Survey, Student Interest and Engagement in Activities

2015-16 Action Plan Completion Details:

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Continue to use the district's <u>Language Arts Frameworks</u> as well as the <u>Language Arts Beliefs</u> outlined in the <u>Elementary Language Arts Tutorials</u> to fully embed reader's workshop and word study in our instruction.	YES		<ul style="list-style-type: none"> ● Teacher Records ● Observation ● Assessments
2	Create professional development calendar for the year with the emphasis in literacy. Provide specifically designed professional development per the Language Arts Frameworks and specifically in the area of Readers Workshop.	YES		<ul style="list-style-type: none"> ● Calendar in Google Doc ● Meeting Dates ● Professional Development Speaker Notes ● Staff Member Presentation Notes
3	Continue to use the <u>Reader's Workshop Model</u> for Core Reading Instruction and offer a <u>Balanced Literacy</u> approach as a means to teach students at their instructional level and differentiate as needed. Also, ensure that core reading instruction is at least 60 minutes per day for all children.	YES		<ul style="list-style-type: none"> ● Teacher Records ● Observations ● Building Master Schedule ● Formative and Summative Assessments
4	Use the <u>optimal learning model</u> to guide instruction and explicitly teach comprehension strategies and decoding skills.	YES		<ul style="list-style-type: none"> ● Observations
5	Continue to use the DIBELS Reading assessment system to benchmark all students (3 times a year) and progress monitor students below benchmark (every 1-2 weeks).	YES		<ul style="list-style-type: none"> ● DIBELS Records ● Viewpoint Records ● Student Booklets
6	Use reading flex time to further differentiate instruction and teach students at their instructional level.	YES		<ul style="list-style-type: none"> ● Teacher Records ● Observations
7	Professional Learning Community (PLC) teams will enhance core instruction and student learning by addressing the Five Critical Questions of PLCs: 1. What do students need to know? (<i>Essential Learnings/Skills</i>) 2. How will we know if they have learned it? (<i>Formative and Summative Assessment</i>) 3. What will we do when they haven't learned it? (<i>Differentiation, Remediation, Intervention</i>) 4. What will we do when they have already learned it? (<i>Differentiation, Enrichment, Extension</i>) 5. How can we improve our practice? (<i>Collaboration, Action Research, Professional Learning</i>)	YES		<ul style="list-style-type: none"> ● PLC Notes ● Observations
8	Provide teachers with data, resources, staff development and support in the area of reading.	YES		<ul style="list-style-type: none"> ● Building Calendar ● Data Retreat Notes ● Literacy Composite, Viewpoint ● Staff Meeting Notes and Emails

9	Implement small group and individual interventions for selected students who are below benchmark. (e.g., <i>Leveled Literacy Intervention (LLI)</i> , <i>ADSiS (Gr. 4-5)</i> , <i>Touch Phonics (K-3)</i>)	YES		<ul style="list-style-type: none"> ● Intervention Notes ● Intervention Tracking Data
10	Provide training and professional development in Leveled Literacy Intervention (LLI)	YES		<ul style="list-style-type: none"> ● Building Calendar ● Joyce Gordon's 4 Day Inservice
11	Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.	YES		<ul style="list-style-type: none"> ● Benchmark Assessments ● Literacy Composite ● Data Retreats ● SST Meeting Notes ● Intervention Data
12	Continue using <i>Words Their Way</i> as a word study tool for vocabulary, phonics and spelling at children's instructional level.	YES		<ul style="list-style-type: none"> ● Teacher Records ● Observation ● Staff Meetings on topic
13	Use Fountas and Pinnell Benchmark Assessment System (BAS) FAST for Kindergarten, and Pearson Reading Screener (PRS) to assess children's reading level and to determine specific skill deficits in reading.	YES		<ul style="list-style-type: none"> ● Assessment Data ● Observation ● Literacy Composites ● Data Retreats
14	Continue a high level of reading engagement by keeping the leveled Media Center open all day.	YES		<ul style="list-style-type: none"> ● Observation
15	Provide literacy opportunities, support and enrichment through extended school day of the GVP Community School model.	YES		<ul style="list-style-type: none"> ● GVP Community School Calendar ● Observation
16	Encourage love of reading and writing by inviting an author to Greenvale Park Elementary to share his work.	YES		<ul style="list-style-type: none"> ● Building Calendar ● <i>I Love to Read Month</i> Schedule (Local Newspaper Editor/Reporter Visited)
17	Celebrate literacy by holding <i>I Love to Read Month</i> activities.	YES		<ul style="list-style-type: none"> ● Building Calendar ● <i>I Love to Read Month</i> Calendar, Plan and Pictures, etc.

Which of these steps were especially powerful?

- Create professional development calendar for the year with the emphasis in literacy. Provide specifically designed professional development per the Language Arts Frameworks and specifically in the area of Readers Workshop.
- Provide teachers with data, resources, staff development and support in the area of reading
- Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.

What implications do this year's results have for 2016-17?

- Students are in need of:
 - Continued support in the area of literacy (both instructional and grade level).
 - More exposure to grade level texts.
 - Increasing the complexity of the text they read.

- Building grit, stamina and a growth mindset.
- Teachers are in need of:
 - Continued support in the area of literacy (Reader's Workshop, Word Study and Guided Reading).
 - A consistent literacy resource that is in line with Common Core.

2015-16 Site Progress Report

Greenvale Park

Site Improvement Objective: #2 (Math)

Site Improvement Objective: Accelerate the math growth of students performing below grade level as measured by State MCA III scores.

New/Continuing Objective: Continuing

Length of Objective: 5 years

Which Year: 2 years

District or DEPAC Strategy/Strategies Supported:

- Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.
- Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.
- Strategic Plan Climate - We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.
- Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.
- Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.
- Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.
- DEPAC 2015-16 Assessment – The District will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.
- DEPAC 2015-16 Assessment – Every Professional Learning Community will have a comprehensive formative assessment framework.
- DEPAC 2015-16 Teaching and Learning – Northfield Public Schools will develop continuous, accurate, and separate measurement of each student’s progress toward academic mastery, work habits, and behavior standards.
- DEPAC 2015-16 Teaching and Learning - Staff will foster meaningful classroom relationships by increasing awareness of diversity and developing instruction that addresses multiple learning styles and promotes engagement. Leadership will create structures that support this effort.
- DEPAC 2015-16 Student Services – Northfield Public Schools will continue the implementation of the Multi-Tiered Systems of Support (MTSS) for academic and behavioral interventions.
- DEPAC 2015-16 Student Services – Northfield Public Schools will implement integrated systems of practice and services that provide comprehensive supports for social emotional learning and children’s mental health.
- DEPAC 2015-16 Student Services – Northfield Public Schools will foster school connectedness amongst students, families, and staff, promoting mutual respect and responsibility in order to enhance engagement.

Measurable Evidence of Need:

There was a 2.8% increase in non-proficiency at Greenvale Park in the spring of 2015 based on the MCA III Math Test.

Student SMART Achievement Goal:

We will reduce the number of all students who scored NON-PROFICIENT in **math** by 10% in the spring MCA III of 2016.

Greenvale Park Elementary

Year	Percent Proficient	Number Proficient	Number Tested
2011	59.4%	151	254
2012	69.7%	182	261
2013	60.2%	148	246
2014	65.6%	147	224
2015	62.8%	145	231

2015-16 Action Plan Completion Details:

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Continue to implement new Everyday Math resource (updated to reflect the Common Core math standards) for core math instruction.	Sep. 2015	June 2016	Classroom Teachers	None	Ongoing	Formative & Summative Assessments, DIBELS Math, MAP, MCA
2	Continue to implement Xtra Math, a web-based fact fluency program, to support the acquisition of basic math facts.	Sep. 2015	June 2016	Classroom Teachers	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA
3	Ensure 75-90 minutes of math instruction every day.	Sep. 2015	June 2016	Classroom Teachers	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA
4	Continue to implement DIBELS Math assessment system to benchmark all students (3 times a year) and progress monitor students who are below benchmark (every 1-2 weeks).	Sep. 2015	June 2016	Classroom Teachers, SpEd Teachers, EAs, MTSS Coach	Paid for by Teaching and Learning Office	Three times a year (September, January, May) and every two weeks (October-April)	DIBELS Math Data
5	Continue to work toward implementing the Math Workshop Model for core math instruction, as a means to differentiate instruction and teach students at their instructional level.	Sep. 2015	June 2016	Classroom Teachers, MTSS Coach	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA
6	Use math flex time to further differentiate instruction and teach students at their instructional level.	Sep. 2015	June 2016	Classroom Teachers, EAs, EL Teachers	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA

7	Professional Learning Community (PLC) teams will enhance core math instruction and student learning by addressing the Five Critical Questions of PLCs: 1. What do students need to know? (Essential Learnings/Skills) 2. How will we know if they have learned it? (Formative and Summative Assessment) 3. What will we do when they haven't learned it? (Differentiation, Remediation, Intervention) 4. What will we do when they have already learned it? (Differentiation, Enrichment, Extension) 5. How can we improve our practice? (Collaboration, Action Research, Professional Learning)	Sep. 2015	June 2016	PLC Teams	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA, PLC Team Documents
8	Provide teachers with data, resources, staff development and support in the area of math.	Sep. 2015	June 2016	MTSS Coach	TBD	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA, Survey
9	Implement small group interventions for selected students who are below benchmark (e.g., Focus Math for grades K-5, Math Elevations for grades 3-5)	Sep. 2015	June 2016	Classroom Teachers, SpEd Teachers, Academic Support Teacher, EAs, MTSS Coach	None	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA
10	Implement individual interventions for selected students who are below benchmark.	Sep. 2015	June 2016	Classroom Teachers, SpEd Teachers, EAs, MTSS Coach	None	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA

11	Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.	Sep. 2015	June 2016	MTSS Coaches, SST, Licensed Staff, Support Staff	None	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA, SST Documentation
12	Implement 3rd annual "Math Madness" celebration. Goals for students: Generate excitement for math, develop confidence as mathematicians, learn new math skills and concepts, engage in fun and meaningful math activities.	March 2016	March 2016	MTSS Coach, Math Madness Planning Team, Licensed Staff	\$200	March/April 2016	Survey, student data
13	Provide homework help, support and enrichment through the GVP Community School model.	Sep. 2015	June 2016	Community School Coordinators, Licensed Staff, Volunteers	Cost provided through Targeted Services and/or GVP Community School budgets.	Ongoing	Survey, student data

2015-16 Action Plan Completion Details:

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Continue to implement new Everyday Math resource (updated to reflect the Common Core math standards) for core math instruction.	YES		Teacher records, student journals, assessments, observation
2	Continue to implement XtraMath, a web-based fact fluency program, to support the acquisition of basic math facts.	YES		XtraMath digital records, observation
3	Ensure 75-90 minutes of math instruction every day.	YES		Building and classroom schedules, observation
4	Continue to implement DIBELS Math assessment system to benchmark all students (3 times a year) and progress monitor students who are below benchmark (every 1-2 weeks).	YES		DIBELS digital records, observation
5	Continue to work toward implementing the Math Workshop Model for core math instruction, as a means to differentiate instruction and teach students at their instructional level.	YES		Teacher records, observation
6	Use math flex time to further differentiate instruction and teach students at their instructional level.	YES		Teacher records, observation
7	Professional Learning Community (PLC) teams will enhance core math instruction and student learning by addressing the Five Critical Questions of PLCs:	YES		PLC team records, observation

	1. What do students need to know? (Essential Learnings/Skills) 2. How will we know if they have learned it? (Formative and Summative Assessment) 3. What will we do when they haven't learned it? (Differentiation, Remediation, Intervention) 4. What will we do when they have already learned it? (Differentiation, Enrichment, Extension) 5. How can we improve our practice? (Collaboration, Action Research, Professional Learning)			
8	Provide teachers with data, resources, staff development and support in the area of math.	YES		Meeting dates and materials
9	Implement small group interventions for selected students who are below benchmark (e.g., Focus Math for grades K-5, Math Elevations for grades 3-5)	YES		Teacher records, SST records, intervention data
10	Implement individual interventions for selected students who are below benchmark.	YES		Teacher records, SST records, intervention data
11	Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.	YES		Teacher records, SST records, intervention data
12	Implement 3rd annual "Math Madness" celebration. Goals for students: Generate excitement for math, develop confidence as mathematicians, learn new math skills and concepts, engage in fun and meaningful math activities.	YES		Materials, photos, videos
13	Provide homework help, support and enrichment through the GVP Community School model.	YES		Schedule of tutor hours

Which of these steps were especially powerful?

- Ensure 75-90 minutes of math instruction every day.
- Continue to work toward implementing the Math Workshop Model for core math instruction, as a means to differentiate instruction.
- Implement individual interventions for selected students below benchmark.

What implications do this year's results have for 2016-17?

Students need:

- Continued support in developing math fluency and problem solving skills.
- Consistent exposure to grade level math standards.
- Support in developing grit, stamina and a growth mindset.

Teachers need:

- Continued support in implementing core instruction and intervention.
- Strategies for helping students develop grit, stamina and growth mindset.

2015-16 Site Progress Report

Greenvale Park

Site Improvement Objective: #3 (Climate)

Site Improvement Objective: Greenvale Park will develop a formal framework for establishing the student, parent, and staff social culture needed to achieve academic/behavioral/social/emotional success for all students.

New/Continuing Objective: Continuing **Length of Objective:** 5 years **Which Year:** 3 years

District or DEPAC Strategy/Strategies Supported:

- Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.
- Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.
- Strategic Plan Climate- We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.
- Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.
- Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.
- Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.
- DEPAC 2015-16 Assessment – The District will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.
- DEPAC 2015-16 Assessment – Every Professional Learning Community will have a comprehensive formative assessment framework.
- DEPAC 2015-16 Teaching and Learning – Northfield Public Schools will develop continuous, accurate, and separate measurement of each student’s progress toward academic mastery, work habits, and behavior standards.
- DEPAC 2015-16 Teaching and Learning - Staff will foster meaningful classroom relationships by increasing awareness of diversity and developing instruction that addresses multiple learning styles and promotes engagement. Leadership will create structures that support this effort.
- DEPAC 2015-16 Student Services – Northfield Public Schools will continue the implementation of the Multi-Tiered Systems of Support (MTSS) for academic and behavioral interventions.
- DEPAC 2015-16 Student Services – Northfield Public Schools will implement integrated systems of practice and services that provide comprehensive supports for social emotional learning and children’s mental health.
- DEPAC 2015-16 Student Services – Northfield Public Schools will foster school connectedness amongst students, families, and staff, promoting mutual respect and responsibility in order to enhance engagement.

Measurable Evidence of Need:

- There were 197 fix it referrals in 2014-2015.
- There were 380 bottom line referrals in 2014-2015.
- There were 54 referrals from the cafeteria in 2014-2015.

Student SMART Achievement Goal:

- We will reduce the number of major and minor behavior referrals from the cafeteria by 25% by the end of SY 15-16.
- We will reduce the number of major and minor behavior referrals from Grades 1-5 by 10% by the end of SY 15-16.

2015-16 Action Plan Completion Details:

	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$ Materials	Monitoring Dates	Monitoring Indicators
1	Parent Involvement Recruit Parent Volunteers	9-8-15	6-8-16	Community School Coordinators	Time	Bi-Monthly with Principal	Blue Volunteer Form, Spreadsheet
2	Parent Involvement Track parent involvement in order to determine the level of involvement	9-8-15	6-8-16	Community School Coordinators		Each Event	Participation Forms RSVP's, Attendance Counts
3	Parent Involvement Track student involvement in leadership and performance in order to determine the level of participation	9-8-15	6-8-16	Principal Community School Coordinators		Each Event	Participation Forms RSVP's, Attendance Counts
4	Parent Information Parent Conference Information Stations	Nov 2015	Mar 2016	Community School Coordinators	Time Reserve Space	TBN	Attendance Counts
5	Parent information Monthly Parent News from Community School Coordinators	9-8-15	6-8-16	Community School Coordinators	Time	Monthly	Each Newsletter
6	Parent information Audio Gecko Gazettes	9-8-15	6-8-16	Principal	Time Skylert Messaging	Bimonthly	Each Newsletter

7	Parent information Parent Communication Survey	March 2016	March 2016	Community School Coordinators, Principal Climate	Time SurveyMonkey	Annual	Survey Tally and Analyze
8	Parent information Parent Participation: Collect data per attendance at school-wide events and Community School evening events	9-8-15	6-8-16	Community School Coordinators, Principal Climate	Time SurveyMonkey	Annual	Survey Tally and Analyze
9	Family-school Connection Family Fun Dance	10/13/15	10/13/15	Community School Coordinators/PTO	Time Food and Beverage Reserve Space	10-15-15	RSVP's, Attendance Counts
10	Family-school Connection Evening of the Arts	2/4/16	2/4/16	Community School Coordinators/Staff	Time Reserve Space	TBN	RSVP's, Attendance Counts
11	Family-school Connection Greenvale Talent Shows	May 2016	May 2016	Community School Coordinators Teachers	Time Food and Beverage Reserve Space	TBN	RSVP's, Attendance Counts
12	Family-school Connection Connected Kids Mentoring	9/8/15	6-8-16	Laura Berdahl, Supervisor of Matches	Time Reserve Space	Each Event	Spreadsheet
13	PBIS IMPLEMENTATION Greenvale Park will continue to develop its journey that emphasizes a preventive perspective that is conceptualized within a multi-tiered framework. Specifically, we will continue to adopt a three-tiered approach for social, emotional, and behavioral support. We will respond to new cases of at-risk social, emotional, and behavioral needs across all settings e.g. school-wide, classroom, and non-classroom settings etc. by providing instruction that is focused on defining, teaching, and encouraging expectations for all settings.	9/8/15	6-8-16	Climate Committee Members SDSC Members	Time	Monthly Climate Committee Meetings Monthly SDSC Meetings	Attendance

	<u>PRIMARY TIER</u> Universal Application of Core Building-wide Expectations a) Belong, Respect, Work Universal Reinforcement of Expectations a) Caught Yous	9/8/15	6-8-16	Climate Committee Members SDSC Members	Time	Monthly Climate Committee Meetings Monthly SDSC Meetings	Attendance
	Universal Application of Core Responsive Classroom a) Hopes and Dreams b) Classroom Expectations <ul style="list-style-type: none"> Cooperation, Assertion, Responsibility, Empathy, Self Control c) Rule Creation <ul style="list-style-type: none"> Helping students create classroom rules that allow all class members to meet their learning goals d) Positive Teacher Language <ul style="list-style-type: none"> Sing words and tone to promote children's active learning and self-discipline e) Morning Meeting <ul style="list-style-type: none"> Gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead <ul style="list-style-type: none"> ✓ Morning Message with an Academic Component ✓ Social Greeting ✓ Group Activity ✓ Announcements f) Time Outs for Little Things g) Social Conferences h) Interactive Modeling <ul style="list-style-type: none"> Teaching children to notice and internalize expected behaviors through a unique modeling technique i) Guided Discovery <ul style="list-style-type: none"> Introducing materials using a format that encourages creativity and responsibility j) Logical Consequences <ul style="list-style-type: none"> Responding to misbehavior in a way that respects children, guides them to recognize the 	9/8/15	6-8-16	Principal Climate Committee Members SDSC Members	Time	Monthly Climate Committee Meetings Monthly SDSC Meetings	Attendance

	<p>effects of their actions, and helps them develop internal controls</p> <p>k) Academic Choice</p> <ul style="list-style-type: none"> Increasing student motivation and learning by allowing students teacher-structured choices in their work <p>l) Classroom Organization</p> <ul style="list-style-type: none"> Increasing student motivation and learning by allowing students teacher-structured choices in their work <p>m) Classroom Organization</p> <ul style="list-style-type: none"> Setting up the physical room in ways that encourage independence, cooperation, and productivity <p>n) Working With Families</p> <ul style="list-style-type: none"> Inviting families' insights and helping them understand the school's teaching approaches <p>o) Collaborative Problem-Solving</p> <ul style="list-style-type: none"> Using conferencing, role-playing, and other strategies to resolve problems with students 						
	<p>Universal Application of Character Education</p> <p>a) Cooperation</p> <ul style="list-style-type: none"> To work willingly with others <p>a) Self-Control</p> <ul style="list-style-type: none"> To control your impulses, emotions, and actions by making the right choice for your body and voice. <p>b) Assertion</p> <ul style="list-style-type: none"> Standing up for yourself by being firm with your actions and words without hurting others <p>c) Empathy</p> <ul style="list-style-type: none"> To understand another person's feelings and experiences, and showing that you care <p>d) Forgiveness</p> <ul style="list-style-type: none"> To let go of anger, disagreements, and mistakes <p>e) Honesty</p> <ul style="list-style-type: none"> To speak and act truthfully <p>f) PERSEVERANCE</p> <ul style="list-style-type: none"> To keep trying when things get hard <p>g) Respect</p> <ul style="list-style-type: none"> To act in a way that shows others you care about 	9/8/15	6-8-16	Principal Climate Committee Members SDSC Members	Time	Monthly Climate Committee Meetings Monthly SDSC Meetings	Attendance

	<p>their feelings, ideas, and property</p> <p>h) RESPONSIBILITY</p> <ul style="list-style-type: none"> To show others they can count on you by doing what is expected 						
	<p>Universal Expectations Matrix</p> <p>Universal Positive Reinforcement of Core</p> <p>a) Building-wide Meetings</p> <ul style="list-style-type: none"> Building-wide Expectations Set a Goal, Persevere, Succeed Character Education Social, Emotional, Behavioral Growth School Pride <p>b) Morning Announcements</p>	9/8/15	6-8-16	<p>Principal</p> <p>Climate Committee Members</p> <p>SDSC Members</p>	Time	<p>Monthly Climate Committee Meetings</p> <p>Monthly SDSC Meetings</p>	Attendance
	<p>The Developmental Assets Profile (DAP)</p> <p>a) Measuring young peoples' internal strengths and external supports and their growth in these key areas over time.</p> <p>b) When DAP data is combined with data on attendance, achievement, and other factors, it is possible to gain a more complete picture of young people's lives. That more complete picture makes it possible to design and implement better strategies to prepare young people to thrive in some type of college, a high-skill career, and citizenship.</p>	Oct. 2015	Oct. 2015	Fifth Grade Team	Time	Week After MEA	Attendance
	<p>Universal Screening and Progress Monitoring of Data Analysis on Social, Emotional, Behavior</p> <p>a) Problem Solving Group to Address Social, Emotional, Behavioral Issues</p>	9/8/15	6-8-16	<p>Principal</p> <p>School Psych</p> <p>School SW</p> <p>PBIS Student Advocate</p>	Time	<p>Problem Solving Meetings as Needed e.g. daily, weekly, monthly Based on Need</p>	Attendance

	Big Buddies a) Special time with adults as needed or big buddy partnership Big Buddies Sit with Little Buddies During Building-wide Meetings a) Big Buddies Need To Be Assigned Is core behavior curriculum being taught?	9/8/15	6-8-16	Principal Climate Committee Members SDSC Members	Time	Monthly Climate Committee Meetings Monthly SDSC Meetings	Attendance
	Book Study a) Teaching With Poverty In Mind	9/8/15	6-8-16	Principal Climate Committee Members SDSC Members	Time	Faculty Meetings	Attendance
	Principal Will Do a Fidelity Check To See If Core Is Being Taught and Reinforced a) Beginning of year principal will present Teacher Guidebook and PBIS RESOURCE PACKET materials at a faculty meeting. All faculty will read and make themselves aware of the materials presented so that implementation will occur pervasively and to automaticity.	10/7/15	10/7/15	Principal	Time	Faculty Meeting	Attendance
	<u>SECONDARY TIER</u> Progress Monitoring using SWIS Data Collection Software Progress Monitoring of Major/Minor Behaviors a) We will reduce the number of existing cases of at-risk social, emotional, and behavioral issues by establishing efficient and rapid responses to at-risk behavior b) We will teach core skills more directly & frequently for those students whose minor and major behavior data show a need in SWIS software	9/8/15	6-8-16	Principal School Psych School SW PBIS Student Advocate	Time	Problem Solving Meetings as Needed e.g. daily, weekly, monthly Based on Need	Attendance

	Progress Monitoring in Social, Emotional, and Behavioral Interventions a) We will seek out in-house and outside professional staff development for licensed faculty in the creation of positively reinforced, scientifically-based individual social, emotional, and behavioral interventions.	9/8/15	6-8-16	Principal School Psych School SW PBIS Student Advocate	Time	Problem Solving Meetings as Needed e.g. daily, weekly, monthly Based on Need	Attendance
	Implementation of Positive Social, Emotional, Behavioral Intervention Supports Advocate Position (PBIS Advocate) a) Member of Crisis Response Team b) Crisis Prevention Intervention (CPI) per training c) Respond to major incidents for regular education faculty <ul style="list-style-type: none"> • Citizenship Handbook • Significant disruption to educational environment • Physical threat to safety of others or him/herself d) Data Collection, Observation Notes e) Manage SWIS data software f) Collect baseline data for regular education faculty g) Acting member of Student Support Team (SST) h) Participates in development of PBIS strategies i) Provide SWIS data germane to discussion j) Communicate with team members via designed method at SST e.g. verbal/written reports relative to progress and activities of student k) Assist School Social Worker (SSW) and School Psychologist with positively reinforced scientifically-based behavior plans l) Be motivated to work as part of a team that acts in the best interests of our students at all times m) Daily Check-ins with At-Risk Regular Education Children in SST Process n) Interact with students in a manner that promotes respect and learning o) Support student goals p) Reinforce replacement behaviors	9/8/15	6-8-16	Principal PBIS Student Advocate	Time	Problem Solving Meetings as Needed e.g. daily, weekly, monthly Based on Need	Attendance

	Conflict Mediation Training We will seek out in-house and outside professional staff development for licensed faculty in conflict mediation. <ul style="list-style-type: none"> a) Peer Mediation training for students in grades 3-5 b) Conflict Mediation training for faculty that can be implemented when children are in conflict 	9/8/15	6-8-16	Principal Katie Arnold	Time	Four days per month	Attendance
	Fernbrook Mental Health Services On site collaboration with Fernbrook Mental Health Services for families in need of support.	9/8/15	6-8-16	Principal School SW Fernbrook Associate	Time	Meetings scheduled based on need	Attendance
	Social Work Small Group and Individual Services School social worker will work with children in small groups and individually to support social, emotional, and behavioral needs of children.	9/8/15	6-8-16	Principal School SW	Time	Meetings scheduled based on need	Attendance
	<u>Tertiary Tier</u> Student Support Team (SST) <ul style="list-style-type: none"> a) Increased participation in SST with possible referrals to Special Education b) We will reduce the intensity and/or complexity of existing cases of at-risk social, emotional, and behavioral issues that are resistant to primary and secondary prevention efforts c) Individual Behavioral Intervention Plans developed by SST Special Education Team We will individualize specific social, emotional, behavioral skills that are taught & reinforced based on functional behavioral assessments	9/8/15	6-8-16	Principal School Psych School SW PBIS Student Advocate	Time	Meetings scheduled based on need	Attendance

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Increase Parent Involvement	Yes		<ul style="list-style-type: none"> Community School worked to Recruit Parent Volunteers Community School has been tracking parent involvement Principal and Community School have been monitoring student involvement Collected attendance data at school-wide events and Community School evening events
2	Increase Parent Information	Yes		<ul style="list-style-type: none"> Parent Conference Information Stations for Community School Monthly Parent News from Community School Coordinators Send frequent Audio Gecko Gazettes Send out a Parent Communication Survey
3	Family-school Connection	Yes		<ul style="list-style-type: none"> Held events (ie. Family Fun Dance, Evening of the Arts, Greenvale Talent Shows) Grade level meals offered through Community School PTO Fundraiser - "Culver's Night" Increased matches for Connected Kids Mentoring
4	PBIS Implementation	Yes		<ul style="list-style-type: none"> Universal Application of Core Building-wide Expectations and Universal Expectations Matrix - Posters were placed in classrooms and around the building in the 2015-2016 school year Universal Reinforcement of Expectations Universal Application of Core Responsive Classroom - additional training was given to new hires and efforts were made to hire teachers previously trained in Responsive Classroom Universal Application of Character Education - monthly lessons continue SWIS Data and the Behavior Problem Solving Team collected and analyzed data on Social, Emotional, Behavior Behavior Problem Solving Team was created. Membership was Principal, School Psychologist, School Social Worker, PBIS Student Advocate, and ADSIS Behavior Specialist. ADSD Behavior Services and Groups were offered to students based on the results of the Universal Screener.
5	Student Connections	Partially		<ul style="list-style-type: none"> Some classrooms have implemented Big Buddy/Little Buddy program
6	Teaching with Poverty in Mind Book Study	Yes		<ul style="list-style-type: none"> 6 staff meeting focused on discussing this book. Staff determined a committee should be put together for 2016-2017 to continue to address the need to make changes to our programming
7	Progress Monitoring using SWIS Data Collection Software	Yes		<ul style="list-style-type: none"> SWIS Data and the Behavior Problem Solving Team collected and analyzed data on Social, Emotional, Behavior Behavior Problem Solving Team was created. Membership was Principal, School Psychologist, School Social Worker, PBIS Student Advocate, and ADSIS Behavior Specialist.
8	Conflict Mediation Training	Yes		<ul style="list-style-type: none"> Conflict Mediation training was offered to all students in grades 3-5. Students and parents elected to do this training. Conflict Mediation trainings were offered to staff.
9	Fernbrook Mental Health Services	Yes		<ul style="list-style-type: none"> A part-time practitioner provided Fernbrook services to families of Greenvale Park Elementary
10	Social Work Small Group and Individual Services	Yes		<ul style="list-style-type: none"> Principal and School Social Worker monitored the students being referred to School Social Work groups. Teachers were given referral forms

Which of these steps were especially powerful?

- Family Events continue to build student and family connectedness. Students and Families who participate in these events have an increased sense of belonging.
- The posting of the building wide expectations throughout the building provides reminders and reinforcers to students and staff. Monthly Character Education lessons and the implementation of Conflict Mediation Training.
- SWIS data provides the Behavior Problem Solving Team the opportunity to identify students who need extra support.

What implications do this year's results have for 2016-17?

This work should be built on for the 2016-2017 school year. Further resources are needed to support these efforts. These resources include increased Fernbrook and the addition of the Positive Attention Learning Support person.

2016-17 Site Continuous Improvement Plan

Greenvale Park

Site Improvement Objective: #1 (READING)

Site Improvement Objective: Accelerate the literacy growth of students performing below grade level as measured by site DIBELS, BAS (Benchmark Assessment System), District MAP scores (Measure of Academic Progress), and State MCA III scores (Minnesota Comprehensive Assessment).

New/Continuing Objective: Continuing **Length of Objective:** 5 years **Which Year:** 3rd year

District or DEPAC Strategy/Strategies Supported:

- Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.
- Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.
- Strategic Plan Climate - We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.
- Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.
- Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.
- Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.
- DEPAC 2016-17 Assessment - To support the ongoing measurement of student growth, Northfield Public Schools will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.
- DEPAC 2016-17 Assessment - To support the ongoing measurement of student growth, Northfield Public Schools will develop a comprehensive formative assessment framework within each Professional Learning Community.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will develop and implement continuous, accurate, and separate measurements of each student’s progress toward academic mastery, work habits, and behavior standards.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.
- DEPAC 2016-17 Student Services - To ensure student engagement, connectedness and success, Northfield Public Schools will implement and evaluate a multi-tiered system of academic and behavioral interventions.

- DEPAC 2016-17 Student Services – To ensure student engagement, connectedness and success, Northfield Public Schools will integrate practices and services for social emotional learning and children’s mental well-being.

Measurable Evidence of Need: There was a 2.7% increase in non-proficiency at Greenvale Park from spring of 2015 to the spring of 2016 based on the MCA III Reading Test.

In the spring of 2015, 54.4% of 3rd graders were non-proficient. In the spring of 2016, 45.3% of the 4th graders (same cohort) were non-proficient. This is a decrease in non-proficiency of 9.1%.

In the spring of 2015, 31.9% of the 4th graders were non-proficient. In the spring of 2016, 31.9% of the 5th graders (same cohort) were non-proficient. This shows no change in proficiency.

Student SMART Achievement Goal: We will reduce the number of all students who scored NON-PROFICIENT in **reading** by 10% in the spring MCA III of 2017.

2016-17 Action Plan Details:

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Build grit, stamina and a growth mindset in students in the area of literacy.	Sept. 2016	June 2017	Teachers & Diane Torbenson	Professional Development and Mindset Book Study	Monthly (BWM), Ongoing	Formative & Summative Assessments, DIBELS, MAP, MCA, survey, observations, student goals
	Obstacles: <ul style="list-style-type: none"> • Staff's knowledge base <ul style="list-style-type: none"> ○ PD may be needed ○ Resource to study independently or through colleagues • Loss of Instructional Time (lots of activities compete for time) <ul style="list-style-type: none"> ○ How do we make literacy instruction a greater priority? 						
2	Ensure that all children are being exposed to grade level and complex text daily.	Sept. 2016	June 2017	All teachers of reading, including EL teachers	Planning Time	Ongoing	Formative & Summative Assessments, DIBELS, MAP, MCA, Observations

	Obstacles: <ul style="list-style-type: none"> Give time to explore and discover the resources do we have to find grade level text and where can we find other resources to meet our needs? <ul style="list-style-type: none"> Provide time for a informational Session Lack of Common Curriculum 						
3	Continue strong PLC teams to enhance core instruction and student learning.	Sept 2016	June 2017	PLC teams & Dave Craft	Weekly PLC Meetings District Wide	Weekly Meetings	PLC documents (minutes, EOP, etc), Observations, Teacher Evaluations
	Obstacles: <ul style="list-style-type: none"> None 						
4	Provide specific training in literacy instruction and interventions to all staff with accountability for all.	Sept. 2016	June 2017	Diane Torbenson & Sari Zach (mentor)	Professional Development and Coaching/Mentoring Time	Ongoing	Coaching and Administrator Observations, Literacy Reflection Survey
	Obstacles: <ul style="list-style-type: none"> Not enough professional development on a District Wide Level 						
5	Continue to provide instruction and practice in word study to improve students' vocabulary, phonics and spelling. (Use Words Their Way and adding Interactive Writing to enhance.)	Sept. 2016	June 2017	All teachers of reading & Diane Torbenson	Professional Development and Instructional Coaching Opportunities	Ongoing	Words Their Way Inventory summaries, Observations, Formative and Summative Assessments
	Obstacles: <ul style="list-style-type: none"> Buy-in Time Training 						
6	Provide literacy opportunities, support and enrichment through extended school day of the GVP Community School.	Sept. 2016	June 2017	Community School Coordinators, Diane Torbenson & Volunteers	Planning time with Community School Staff	Ongoing (Oct. 2016 to May 2017)	Plus schedule and notes
	Obstacles: <ul style="list-style-type: none"> Staffing Funding 						

7	Continue to celebrate literacy with a month long celebration, I Love to Read.	Feb. 1, 2017	March 2, 2018	Staff, Diane Torbenson & Planning Committee	\$150 (books/prizes) Planning Time (with committee)	February, 2017	Student and Staff Participation, survey
	Obstacles: • None						

2016-17 Site Continuous Improvement Plan

Greenvale Park

Site Improvement Objective: #2 (MATH)

Site Improvement Objective: Accelerate the math growth of students performing below grade level as measured by State MCA III scores.

New/Continuing Objective: Continuing **Length of Objective:** 5 years **Which Year:** 3rd year

District or DEPAC Strategy/Strategies Supported:

- Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.
- Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.
- Strategic Plan Climate - We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.
- Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.
- Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.
- Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.
- DEPAC 2016-17 Assessment - To support the ongoing measurement of student growth, Northfield Public Schools will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.
- DEPAC 2016-17 Assessment - To support the ongoing measurement of student growth, Northfield Public Schools will develop a comprehensive formative assessment framework within each Professional Learning Community.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will develop and implement continuous, accurate, and separate measurements of each student’s progress toward academic mastery, work habits, and behavior standards.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.
- DEPAC 2016-17 Student Services - To ensure student engagement, connectedness and success, Northfield Public Schools will implement and evaluate a multi-tiered system of academic and behavioral interventions.
- DEPAC 2016-17 Student Services – To ensure student engagement, connectedness and success, Northfield Public Schools will integrate practices and services for social emotional learning and children’s mental well-being.

Measurable Evidence of Need:

In 2015, 38.7% of third grade students were non-proficient in Math MCA III. In 2016, 39.8% fourth grade students were non-proficient. This is an increase of 1.1% in non-proficiency for this cohort.

In 2015, 32.9% of fourth grade students were non-proficient in Math MCA III. In 2016, 30.1% of fifth grade students were non-proficient. This is a decrease of 2.8% in non-proficiency for this cohort.

Student SMART Achievement Goal: We will reduce the number of all students who scored NON-PROFICIENT in math by 10% in the spring MCA III of 2017.

2016-17 Action Plan Details:

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Implement new <i>Everyday Math 4th Edition</i> for core math instruction in the classroom, and provide professional development to support teachers in doing so.	Sep. 2016	June 2017	Teachers & Heather Ryden	-Materials already purchased -Individual planning time -PLC time -Professional development time on November 23 & January 16 -District-wide discussion/troubleshooting	Ongoing	Formative & Summative Assessments, DIBELS, MAP, MCA
	Obstacles: <ul style="list-style-type: none"> ● New Everyday Math Concerns: <ul style="list-style-type: none"> a. e-presentations issues b. Rigor level - kids are not developmentally ready for concepts <ul style="list-style-type: none"> ■ Gather information from staff about what the concerns are and start a district level conversation c. Kindergarten's district assessment standards are not in line with the pacing of Everyday Math. 						

2	Protect 75-90 minutes for daily math instruction.	Sep. 2016	June 2017	Teachers & Dave Craft	None	Ongoing	Building schedule, Observation
	Obstacles: • None						
3	Ensure all students have ample access to both grade level standards and differentiated instruction through large group and small group instruction.	Sep. 2016	June 2017	Teachers	-Individual planning time -PLC time	Ongoing	Formative & Summative Assessments, DIBELS, MAP, MCA
	Obstacles: • Gaps between Everyday Math and State standards						
4	Implement interventions for students performing below grade level.	Oct. 2016	May 2017	Teachers & Heather Ryden	-Supplies paid for out of Heather's MTSS budget (note cards, folders, etc.). -Volunteers needed	Ongoing	Intervention Tracking Data, Formative & Summative Assessments, DIBELS, MAP, MCA
	Obstacles: • Volunteers • Time for Pullout Interventions						
5	Help students develop "grit" and a "mathematical mindset" through explicit instruction and encouragement.	Sep. 2016	June 2017	Teachers & Heather Ryden	-A copy of <i>The Growth Mindset Coach</i> for each licensed staff (\$9.15 x 52 = \$475.80) ??? AND/OR -A copy of <i>Mathematical Mindsets</i> for each math teacher (\$10.71 x 35 books = \$374.85) ??? PD time: October meeting & February course at GVP	Ongoing	Formative & Summative Assessments, DIBELS, MAP, MCA, survey, observation
	Obstacles: • Opportunities are optional not mandatory						
6	Motivate and inspire students through the implementation of the 4th annual Math Madness Week.	March 2017	March 2017	Teachers & Heather Ryden	\$200	January-March	Checklist, survey, observation
	Obstacles: • None						

2016-17 Site Continuous Improvement Plan

Greenvale Park

Site Improvement Objective: #3 (CLIMATE)

Site Improvement Objective: Greenvale Park will use the developed formal framework for establishing the student, parent, and staff social culture needed to achieve academic/behavioral/social/emotional success for all students.

New/Continuing Objective: Continuing

Length of Objective: 5 years

Which Year: 3rd year

District or DEPAC Strategy/Strategies Supported:

- Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.
- Strategic Plan Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.
- Strategic Plan Climate - We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.
- Strategic Plan Communications/Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.
- Strategic Plan Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.
- Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will develop and implement continuous, accurate, and separate measurements of each student's progress toward academic mastery, work habits, and behavior standards.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.
- DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.
- DEPAC 2016-17 Student Services - To ensure student engagement, connectedness and success, Northfield Public Schools will implement and evaluate a multi-tiered system of academic and behavioral interventions.
- DEPAC 2016-17 Student Services - To ensure student engagement, connectedness and success, Northfield Public Schools will integrate practices and services for social emotional learning and children's mental well-being.

Measurable Evidence of Need:

In 2015-2016, 127 students were recognized as Character Kids.

Student SMART Achievement Goal:

We will increase the frequency of positive social emotional interactions with students by providing more opportunities for the recognition of students displaying pro-social behaviors. In SY 16-17, 100% of our classrooms will recognize 1 Character Kid per classroom. In SY 16-17, we will recognize 2 Playground Heroes per month at our monthly building-wide meetings. In SY 16-17, we will measure the number of Caught You's awarded schoolwide at our monthly building wide meeting. Goal Getters will be recognized **every month** in individual classrooms. Goal Getter's will be recognized **on a daily basis** through the addition of Daily Goal Getter Announcements.

2016-17 Action Plan Details:

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Continued Positive Family-School Connections and Parent Involvement in both school day and afterschool programming. (ie. Move-a-thon, Evening of the Arts, Talent Show, Building Wide Meetings).	9/6/16	6/6/17	Principal Community School Coordinators Staff PTO	<ul style="list-style-type: none"> • Time • Reserved Space • Communicating Events • Skylert Messaging • Email lists 		<ul style="list-style-type: none"> • Forms, i.e., Volunteer, Participation Forms, RSVP's • Survey Results
	Obstacles: 1. Need more funding for Comm. School (District support vs grant \$) to hire and retain quality staff <ul style="list-style-type: none"> • Inform District Admin and School Board • CS Advisory Council • Look for Grants 2. Volunteership: <ul style="list-style-type: none"> • Need to continue to recruit 						
2	Universal PBIS Implementation 1. Universal Application of Core Building-wide Expectations (Belong, Respect, Work) 2. Universal Reinforcement of Expectations <ul style="list-style-type: none"> a. Caught Yous 3. Universal Application of Core Responsive Classroom 4. Universal Application of Building Behavior Plan <ul style="list-style-type: none"> a. Documentation of 	9/6/16	6/6/17	Entire Staff Climate Committee SDSC Community School Coordinators	<ul style="list-style-type: none"> • Monthly Staff Meetings • Monthly Climate Meetings • Monthly SDSC Meetings • Regular communication with Community 		<ul style="list-style-type: none"> • SWIS Data •

	<p>Minor and Major Behaviors</p> <p>b. Logical Consequences and Disciplinary Action</p> <p>5. Increased Parent Communication and Partnerships in Student Disciplinary Situations.</p>				<p>School Staff (ie. Teachers, Site Assistants, and Volunteers)</p> <ul style="list-style-type: none"> • Time 		
	<p>Obstacles</p> <ol style="list-style-type: none"> 1. Getting 100% buy-in (“This is the way that I do things in my classroom.”) 2. Staff comfort level Parent/Staff Communication regarding Student Disciplinary Situations <p>Solutions:</p> <ul style="list-style-type: none"> • Staff need to be held accountable for following these practices and procedures • Coach staff as necessary 						
3	<p>Character Education</p> <ol style="list-style-type: none"> 1. Monthly lessons on the identified Character Traits <ol style="list-style-type: none"> a. Cooperation, Self-Control, Assertion, Empathy, Forgiveness, Honesty, Perseverance, Respect 	9/6/16	6/6/17	<p>Entire Staff</p> <p>Climate Committee</p> <p>SDSC</p> <p>Community School</p>			<ul style="list-style-type: none"> • Schedule of Classroom Visits • “Character Kids” data
	<p>Obstacles:</p> <ol style="list-style-type: none"> 1. Getting 100% buy-in 2. Plan for continuity 						
4	<p>Research and Explores Social Emotional Curriculum</p>	9/6/16	6/6/17	<p>Entire Staff</p> <p>Climate Committee</p> <p>Community School</p>			<ul style="list-style-type: none"> • Provide training to all staff on the Zones of Regulation

	Obstacles: <ol style="list-style-type: none"> 1. Who will fund this effort? 2. Who is responsible for facilitating this effort? 3. Who will provide the training? 4. Is the exception that classrooms adopt this curriculum? 5. Is Special Ed willing to share this curriculum? 6. How will Superintendent's goal interfere/influence this? 						
5	Task Force on Poverty	9/6/16	6/6/17	Task Force	Time Staff Meetings		<ul style="list-style-type: none"> ● Recommendations of the task force. ● Attendance at the Staff Meeting
	Obstacles: <ol style="list-style-type: none"> 1. Buy-in from staff members. 2. Time committed to this effort 3. Ways to implement best practice strategies to address our specific students needs. 4. Leadership 						
6	Consistent staff responses and student consequences for disciplinary actions	9/6/16	6/6/17	Principal PALS PBIS Student Advocate ADSIS Climate Committee Entire Staff	Time Staff Development Staff Meetings		<ul style="list-style-type: none"> ● Provide training in Logical Consequences ● Provide training on Social Conferences ● Consistent Behavior Intervention Plans
	Obstacles: <ol style="list-style-type: none"> 1. Time for Staff Development 2. Action Steps after Staff development 						