

NORTHFIELD PUBLIC SCHOOLS
Office of the Superintendent
Memorandum

TO: Board of Education
FROM: L. Chris Richardson, Ph.D., Superintendent
RE: Table File Items for September 9, 2013, Regular School Board Meeting

VI. Items for Discussion and / or Reports

2. Initial Discussion of Revisiting the District Strategic Plan.

Enclosed in the table file is an article from the September/October 2010 issue of the MSBA Journal about strategic planning. Board member Rob Hardy suggested to Board Chair Ellen Iverson that it might be a good article for the entire Board to read. Also enclosed are the District's Mission, Beliefs and Strategies statements.

VII. Superintendent's Report

B. Items for Consent Grouping

1. Personnel Items.

a. Appointments *

9. Community Services Fall Positions:

- A. Bryan Aviles, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- B. Kade Cronin, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- C. Theodore Deitz, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- D. Coleman Foley, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- E. Guenther (Jake) Geranol, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- F. Keenan Gladd-Brown, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- G. Nicholas Golberg, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- H. Ryan Iverson, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- I. Keegan Kelly, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- J. Samuel Kuss, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- K. Spencer Malick, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- L. Brice Peterson, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- M. Magnus Schlyer, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- N. Justin Schmid, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- O. John Stone, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- P. Tyler Vajdic, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- Q. Oliver West, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- R. Stephen Womack, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.
- S. Colten Yahn, Community Services Flag Football Coach beginning 9/10/2013 – 4/1/2014; \$9.00/hour.

10. Jill Bohlen, Special Ed PCA/Supervisory 7.08 hours/day at Sibley beginning 9/9/2013; Class IV-Step 1 \$13.49/hour (6.75 hours/day); Class I-Step 1 \$12.59/hour (.33 hours/day) beginning 9/9/2013.
 11. Heather Kuehl, .40 FTE English Teacher at the Middle School beginning 9/6/2013 – 6/6/2014 – BA, Step 1.
 12. Scott Stanina, Yearbook Assistant at the High School beginning 9/6/2013 – 6/6/2014; \$14.00/hour.
- b. Increase/Decrease/Change in Assignment
20. Angela Callahan, SummerVentures Site Leader at Greenvale Park for 40 hours/week, change to KidVentures Site Leader at GVP for 29.5 hours/week beginning 9/3/2013.
 21. Elliott Courchaine, SummerVentures Site Assistant at Greenvale Park for 27.5 hours/week, change to KidVentures Site Assistant at Sibley, Bridgewater & GVP for 12 hours/week beginning 9/3/2013.
 22. Julie Erickson, SummerVentures Site Assistant at Greenvale Park for 27.5 hours/week, change to EarlyVentures Site Assistant at Longfellow for 40 hours/week beginning 8/26/2013.
 23. Angie Frawley, Early Ventures Site Assistant at Longfellow for 32 hours/week, change to EarlyVentures Site Assistant at LF for 40 hours/week beginning 8/26/2013.
 24. Tyler Grave, SummerVentures Student Site Assistant at Greenvale Park for 16.5 hours/week, change to KidVentures Student Site Assistant at Sibley, Bridgewater and GVP for 12 hours/week beginning 9/3/2013.
 25. Vanessa Grave, SummerVentures Site Leader at Greenvale Park for 40 hours/week, change to KidVentures Site Leader at Bridgewater for 29.5 hours/week beginning 9/3/2013.
 26. Reece Line, SummerVentures Student Site Assistant at Greenvale Park for 27.5 hours week, change to KidVentures Student Site Assistant at Sibley for 12 hours/week beginning 9/3/2013.
 27. Nicole Miner, SummerVentures Site Assistant at Greenvale Park for 35 hours/week, change to KidVentures Site Assistant at Bridgewater for 21.5 hours/week beginning 9/3/2013.
 28. Sue Nelson, Special Ed PCA at Longfellow, change to 5.75 hours/day Monday-Thursday, and 4.75 hours/day on Fridays beginning 9/4/2013 – 6/6/2014.
 29. Brianna Spittle, SummerVentures Site Assistant at Greenvale Park for 27.5 hours/week, change to EarlyVentures Site Assistant at Longfellow for 40 hours/week beginning 8/26/2013.
 30. Anne VanderMartin, EA-PCA/Supervisory at Sibley for 6.92 hours/day, change to EA-PCA at Sibley for 6.50 hours/day, and Supervisory for .17 hours/day (6.67 hours/day) beginning 9/6/2013.
 31. Tammy Warner, EarlyVentures Site Assistant at Longfellow for 30 hours/week, change to EarlyVentures Site Assistant at Longfellow for 40 hours/week beginning 8/26/2013.
- c. Leaves of Absence
2. Hillary Graves, Building Nurse at St. Dominic School & Prairie Creek Community School, Childcare Leave of Absence beginning on or around 11/11/2013 extending for 12 weeks.
- d. Resignations
2. Dana Sonnicksen, EL Teacher at Greenvale Park, remove resignation.
 4. Adam Danielson, Assistant Boys Basketball Coach at the High School, resignation effective 9/9/2013.
 5. Paul Eddy, 9th Grade Boys Basketball Coach, resignation effective 9/6/2013.
 6. Josh Maus, 9th Grade B-Team Boys Basketball Coach and 9th Grade Baseball Coach, resignation effective 9/6/2013.
 7. Rolf Tollefson, Supervisory EA at Greenvale Park, resignation effective 9/6/2013.

*Conditional offers of employment are subject to successful completion of a criminal background check.

2. Additional Co-Curricular Overnight Trip.

Activities Director Tom Graupmann is requesting that an additional overnight trip be added to the list of overnight trips for 2013-14 that he submitted and the Board approved in May. He is requesting

Board approval of an overnight trip to Brainerd on November 8 and 9 for the girls hockey team. See the enclosure.

VIII. Items for Information

1. Draft of Annual Report on Curriculum, Instruction and Student Achievement.

Enclosed is an explanation of why student accountability, assessments and career pathways are three areas that are now required to be included in the Annual Report. These areas have not appeared in previous annual reports. Also enclosed are replacement pages for pages 4, 5 and 15. Please disregard those pages that are currently in your draft of the annual report that was in the Board packet.



Samantha Charest

YOUR NEXT CAMPAIGN: STRATEGIC PLANNING

Greg Abbott

School districts are willing to spend much effort and time to get out into the community when levy requests are needed. West St. Paul-Mendota Heights-Eagan Superintendent Jay Haugen wondered what would happen if that same effort and time was put to use for the school district's strategic planning. So when his board started talking about a strategic plan, Haugen put it in terms of a campaign.

"When you start a campaign, you get input from everyone. You survey, do focus groups. But a huge part of the role of a school board is to be the leader

in the community. It's not just a process of input, but a campaign," he said.

The board took input and came up with its educational beliefs: closing achievement gaps; spending as much time developing student strengths as overcoming student weaknesses; students deserve to be part of something great; and making sure the community believes in your plan.

"Schools are a reflection of the community," said Haugen. "So if you want to change schools, you have to change your community."

OUT WITH THE OLD WAYS

Part of doing a strategic plan for Haugen was knowing exactly what he DIDN'T want. He's seen too many boards go into the process excited, get to work, come up with great ideas and turn out a plan that – for those involved – is an important experience and learning tool that the rest of the community never knows about.

Then there may be turnover on the board, or a new superintendent may come in, or the staff changes and doesn't know or value the plan.

"In the end," Haugen said, "too many of these plans lose traction and the plan just sits on the shelf."

Haugen says by using strategic planning as a campaign, it forces the ideas off the shelf. It becomes a living document for staff, students, the community and future boards.

CAMPAIGN TIME

The board set four main goals for the strategic plan's campaign: testing, excellence, stewardship and climate. The goal of the first campaign was to communicate about testing to the public in various ways, but also face-to-face to district groups such as city councils, the chamber, Rotary, PTAs, staff, churches and seniors. Communication went out through podcasts, articles in the newspaper, newsletters, community forums and school events.

Haugen gave 30 presentations for the campaign, making sure to take notes and get back to people if they had questions. He had solid statistics and information, but most of his presentations were armed with simple stories.

"We told stories of an ESL student who wasn't a good test-taker, but was a leader in school. Standardized tests throw away college ambitions for thousands of students who can't take tests. But what we found is that there is more to every student than one test can tell," Haugen said. "This student went on to get As and Bs in college and graduate."

The district did come up with a scorecard for students that includes testing, but also one that shows excellence through creative outlets, strengths, talents, and non-academic areas.

The district's campaigns also focused on stewardship and climate. The district's scorecards were able to show student academic achievement through growth rates. The district also took a number of the most vital indicators and made it part of all administrators' pay-for-performance programs.

Staff also committed to having a personal learning plan for every student. A big part of that learning plan involves Spark, a program to develop the potential in all students. "We ask them about the one thing they can do better than anything else, that thing they have a passion for," Haugen said. "And we think of ways we can develop their skills."

CAMPAIGN RESULTS

As with any campaign, goals and district efforts have to be transparent. The district can show how it has been a good financial steward with public money by showing how building projects came in under budget or showing how money is spent on district priorities.

"It's just like a levy in that if the community feels we are transparent, and they like the direction we're going, they are more likely to vote for our levy or support our plan," Haugen said.

One of the most controversial moves a district can make happened when the district changed starting and ending times for school. The district effort to inform people of the reasons for the change had support – even if people didn't like it.

"We were told that even though some didn't like the change, they understood why we were doing it," he said.

In 2009, the district's community survey came back with solid information from the campaign. Some of the information included was:

- * 55%-22% margin, residents agree they are satisfied with the district's decision-making process
- * 68%-16% margin, residents agree "District 197 does a good job of communicating important issues and decisions"
- * 74%-7% margin, residents agree "I am proud of District 197 Public Schools and would recommend them to friends"
- * 80%-8% margin, residents agree "Our community receives a good value from its investment in local public schools"

All of these indicators are well above the Metropolitan Area norm, a fact certainly due in part to the school improvement campaigns. There are more campaigns the board will do as part of its strategic plan. And because it is being approached as a community campaign, the plan will be out in the community – not sitting on a shelf.

"Once we get it out to the community, and make sure the community knows about it, they begin to value it, and expect it," Haugen said. "Then, it becomes a continuing part of what we do."

Greg Abbott is the Director of Communications for the Minnesota School Boards Association. You can contact him about this article at gabbott@mmmsba.org.

OUR MISSION

The mission of the Northfield Public Schools is to deliver educational excellence that empowers all learners to participate in our dynamic world.

OUR BELIEFS

Public Education

We believe that public education is the foundation of our democratic republic.

Learning

We believe that everyone can learn and has unique gifts and talents that must be nurtured and valued. We believe that learning is a life-long, multi-faceted process that involves more than academics.

Shared Responsibility

We believe that education is the collective responsibility of our students, families, schools and communities.

Learning Environment

We believe that everyone in our schools has a right to a positive learning environment that provides physical, emotional and intellectual safety, and nurtures mutual respect, responsibility and rigor.

Decision-Making

We believe decisions must be based on the district's mission and beliefs and relevant sources of information.

We believe in an open decision-making process that invites honest dialogue.

Diversity

We believe that all learners have a right to equitable access to educational opportunities.

STRATEGIES

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.

Stewardship

We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.

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.

Communications/Partnerships

We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Curricular Outcomes

We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

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.

Typical School District Strategic Planning Process – Top Down Model

Continuous

Data

Long Term

Beliefs

Vision (Our Ideal)/Mission (Our Job)

Strategies/Priorities (Essential Items)

Annually Updated

Specific Goals

Detailed Work/Action Plans – Action Steps, Timelines, Resources, Responsibilities,
Evaluation Plan Benchmarks and Progress Reports

Northfield Strategic Planning Process – Top Down/Bottom Up Model

Continuous

Data

Long Term

Beliefs

Vision/Mission (Our Ideal/Our Job)

Strategies (Core of Our Work)

Annually Updated and Revised/Linked to District Mission/Strategies

District Educational Program Advisory Council (DEPAC) Goals

District Curriculum and Staff Development Advisory Committee (DCSDC) Goals

Annually Updated/Linked to District Mission/Strategies and DEPAC/DCSDC Goals

School Improvement Plan Academic and Climate Goals

School Improvement Action Plans – Action Steps, Timelines, Resources, Responsibilities,
Evaluation Plan Benchmarks and Progress Reports

PLC Team Student Achievement Goals

PLC Action Plans and Evidence of Practice Reports (EOPs)

Donita Delzer - Overnight

From: Tom Graupmann
To: Donita Delzer
Date: 9/9/2013 7:38 AM
Subject: Overnight
CC: Sheryl Docken; Brent Bielenberg

Donita,

I just received a request from girls hockey for an overnight trip to Brainerd on November 8 and 9.

Sorry about the late timing; again, I wasn't made aware until just yesterday. The girls' hockey team will do some scrimmaging and team-bonding activities on this overnight trip. There will be no cost to the district for this trip.

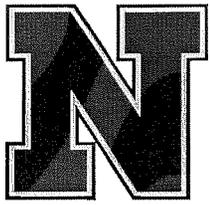
I'm hopeful the School Board will approve this overnight.

Thanks....Tom

Tom Graupmann, CMAA
Activities Director

Northfield High School
1400 Division Street South
Northfield, MN 55057

Phone: (507) 663-0632
Fax: (507) 645-3455



NORTHFIELD HIGH SCHOOL

Raiders

Activities Office

1400 Division St. Northfield, MN 55057

507-663-0632

May 16, 2013

Co-Curricular Trips List of Overnight trips for 2013-14

- Boys Soccer – Grand Rapids (August 17-19)
- Girls Soccer – Duluth (August 19-21)
- Cross Country – Decorah (September 13)
- Girls Swim & Dive – Edina (September 20)
- Volleyball – Marshall (September 6, 7)
- Volleyball – Rochester (October 18, 19)
- Boys Hockey – Grand Rapids (December 26-28)
- Girls Hockey – TBD (December 26, 27)
- Boys Basketball – St. Cloud (December 26, 27, 28)
- Nordic Ski – Giant’s Ridge (January 3, 4 or 10, 11) – dependant on snow
- Nordic Ski – Site TBD (January 24, 25) – dependant on snow
- Alpine Ski – Giant’s Ridge (January 10)
- Dance Team – St. Paul (February 14, 15)
- Wrestling – Rochester (February 21)
- Weight Lifting (National Tournament) – March, 2014—exact location and date TBD)
- Softball – Rochester (April 25)
- Girls Golf – Lake City (May 5)

All trips are self-funding except for those who qualify for state tournament competition.

The Education Omnibus Bill and the Northfield Promise

Article 2 – Student Accountability

Section 6 – School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce

- Defines world’s best workforce – Readiness, close achievement gap, graduation
- List performance assessment measures for career and college readiness
- Comprehensive long term plan including goals and benchmarks, process for assessing student progress and growth, process to review and evaluate effectiveness, annual budget
- District Advisory Committee to recommend performance measures with school sites expanding upon district plan
- School Performance Report and Annual Public Meeting to review and revise goals, outcomes and practices
- Surveys of constituents about school satisfaction and connectedness and publication of results

Sections 8-9, 12 – Assessments

- By grade 9, postsecondary planning including exploration of career and college interests and development of transition plan for each student
- Educational planning and assessment systems in 8, 10, and 11 paid for by the State. Assessments in grades 8 and 10, predictive of success on nationally normed test given in grade 11.
- Support students not on track with interventions (Beginning with Statewide MEIRS implementation). Supports students who are on track or have already demonstrated career and college readiness to complete courses that provide postsecondary credit
- Record student’s progress toward career and college readiness on student’s high school transcript.
- Requires 3 through 7 tests to identify benchmarks that reveal a student’s trajectory toward career and college readiness.

Section 18 – Career Pathways and Technical Education Advisory Task Force

- Recommends to the legislature how to structurally redesign secondary and postsecondary education to improve outcomes for students, align secondary and postsecondary programs to workforce needs, and measure and evaluate K-12 and postsecondary education programs
- Directs taskforce to recommend how to:
 - Inform students about career options
 - Develop education and work plan for each student
 - Monitor progress with targeted intervention to remove need for postsecondary remedial education
 - Accelerate opportunities for high school students to earn postsecondary credits
 - Better alignment between secondary/postsecondary and employers
 - Increase postsecondary completion rates
 - Postsecondary skills for civic engagement, employment, continuous learning

Goals

Administrators, faculty and staff work together to help Northfield Public Schools deliver educational excellence that empowers all learners to participate in our dynamic world. Major components in this continuous improvement process are included below and in the following pages. These components include: the district's strategic plan, the Northfield Board of Education goals, the district's staff development goals, the goals of the District Educational Program Advisory Council (DEPAC), and the student achievement goals of each school.

District Strategic Plan

The strategic plan was created by the district and the community, and provides strategic direction for the entire district.

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.

Stewardship - We will consistently demonstrate good stewardship by analyzing information, prioritizing needs and managing our financial, physical and human resources to support our mission.

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.

Communication and Partnerships - We will build and strengthen bridges of open communication that engage staff, students, families and communities as effective partners in education.

Curricular Outcomes - We will implement a consistent, comprehensive and challenging set of curricular outcomes that reach and engage all learners.

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.

District Educational Program Advisory Council (DEPAC) Goals

The Northfield Board of Education adopted these goals at the recommendation of the District Educational Program Advisory Council (DEPAC), identifying further areas of focus for district and building-level initiatives. The purpose of DEPAC is to assure community-school cooperation in setting improvement goals, evaluating progress toward meeting annual objectives, and in the reporting of findings and recommendations to the entire community. DEPAC is comprised of district administrators, staff, school board members, parents and community members, and it is chaired by a community member. DEPAC's work focuses on three areas: assessment, teaching and learning and student services. Applications for open positions are accepted in the fall of each year.

DEPAC Goals 2012-13

Assessment

Students, teachers and parents will collaborate by using data to select individual approaches for personal growth, aligned to student strengths and challenges.

Teaching and Learning

The District will implement Response to Intervention (RtI) at the elementary level during the 2012-2013 school year, and at the secondary level by the 2014-2015 school year.

The District will implement consistent standards-based grading strategies and procedures at the elementary level by the 2013-2014 school year, and at the secondary level by the 2014-2015 school year.

The District will continue to explore the K-12 implementation of a 1:1 tablet computer initiative.

Student Services

The District will ensure the success of the new roles of Student Support Services personnel and the implementation of Response to Intervention (RtI).

The District will begin investigating Schoolwide Positive Behavior Interventions and Supports (SPBIs).

The District will foster school connectedness among students, families and staff, promoting mutual respect and responsibility to enhance emotional and social development.

DEPAC Goals 2013-14

Assessment

We 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.

Students, teachers, and parents will collaborate by using a broad range of student information to select individual approaches for personal growth aligned with student strengths and challenges.

Teaching and Learning

The district will continue implementation of a system of academic and behavioral interventions (RtI) at the elementary level and begin implementing that system at the secondary level in 2013-14.

The district will implement consistent standards-based grading strategies and procedures at the elementary level and continue studying standards-based grading at the secondary level in 2013-14.

The district will provide curricular and staff development support in the implementation of the tablet initiative using the Substitution, Augmentation, Modification, and Redefinition (SAMR) model.

Student Services

The district will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility, and self-regulation.

The district will foster school connectedness among students, families, and staff, promoting mutual respect and enhancing emotional health.

District Educational Program Advisory Council Membership 2012-13

Administrative Representatives

Nancy Antoine, Principal

David Craft, Principal

Mary Hanson, Director
(Teaching and Learning)

Matt Hillmann, Director
(Administrative Services)

Roger Jenni, Coordinator
(Testing and Assessment)

Gary Lewis, Director
(Student Services)

Jeff Pesta, Principal

Chris Richardson, Superintendent

Marnie Thompson, Assistant Principal

Staff Representatives

Carrie Duba, high school (2013)

Amanda Heinritz, elementary (2013)

Anne Jarvis, middle school (2013)

Amanda Schrader, elementary (2013)

Amy Sieve, middle school (2013)

Amy Tacheny, elementary (2013)

Amanda Tracy, high school (2015)

Ellen Mucha, high school (2015)

SEAC Representative

Brenda Kragseth (2014)

Community Representatives

Angie DeNardo Meagher (2013)

Helena Kaufman (2016)

Helen Sanders (2013)

Krista Sorenson (2014)

Merri Swanson (2013)

Kyle Willkomm (2016)

School Board Representatives

Ellen Iverson

Rob Hardy

Julie Pritchard

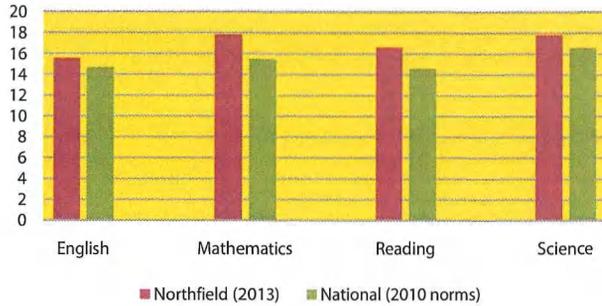
District Staff Development Goals

The District Staff Development Goals identify district-wide strategies that support building efforts to reach their Student Achievement Goals.

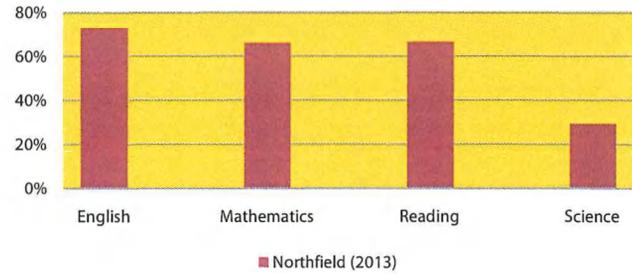
- Support and guide the implementation of the district's curriculum frameworks for each content area
- Support and guide the implementation of concepts and practices essential to Professional Learning Communities (PLCs)
- Support and guide the implementation of the district's Multi-Tiered Systems of Support through Response to Intervention (RtI) and Positive Behavioral Intervention Supports (PBIS)
- Support and guide the implementation of the Transformational Technology Plan

Students take the EXPLORE in eighth grade, the PLAN in tenth grade and the ACT in eleventh grade. The test results in the first column below compare the average district scores to national or state and national results, while the tables in the second column identify the percentage of students with potential college readiness in the areas of English, math, reading and science.

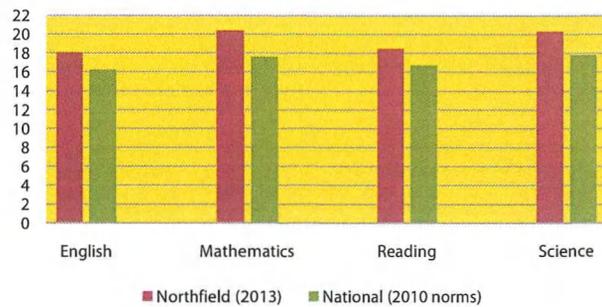
2013 Average EXPLORE Score Comparison



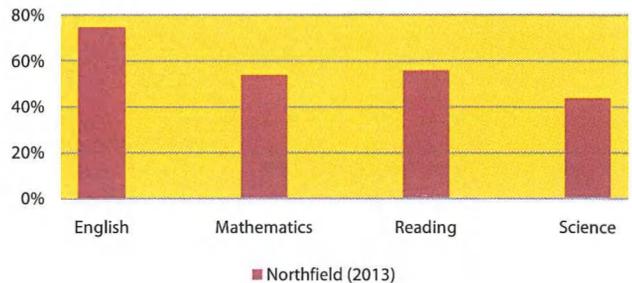
2013 Northfield EXPLORE-Tested Students Ready for College-Level Coursework



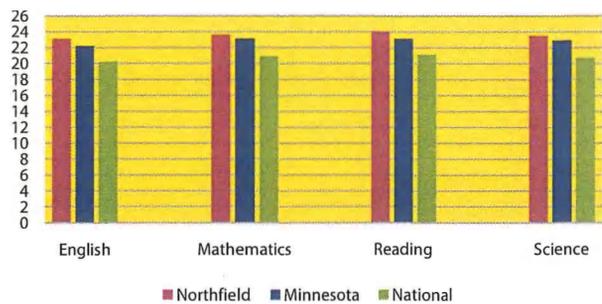
2013 Average PLAN Score Comparison



2013 Northfield PLAN-Tested Students Ready for College-Level Coursework



2013 Average ACT Score Comparison



2013 ACT-Tested Students Ready for College-Level Coursework

