

INDEPENDENT SCHOOL DISTRICT 659
REGULAR SCHOOL BOARD MEETING
Monday, November 25, 2013, 7:00 PM
Northfield High School, Media Center

AGENDA

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment
This is an opportunity for members of the school district to address the Board. You are requested to do so from the podium. After being recognized by the chair, each individual will identify himself/herself and the group represented, if any. He/She will then state the reason for addressing the Board. To insure that all individuals have a chance to speak, speakers will be limited to one three-minute presentation. Please know that this is not a time to debate an issue, but for you to make your comments.
- IV. Approval of Minutes
- V. Announcements and Recognitions
- VI. Items for Discussion and /or Reports.
 - 1. School Improvement Plan Presentations – Bridgewater Elementary School and Northfield High School.
 - 2. FY 2013 Audit Report.
- VII. Superintendent's Report
 - A. Items for Individual Action
 - 1. FY 2013 Audit.
 - B. Items for Consent Grouping
 - 1. Financial Reports – July, August and September 2013.
 - 2. Personnel Items.
- VIII. Items for Information
 - 1. Fall Parent-Teacher Conferences.
- IX. Future Meetings
Monday, December 9, 2013, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
Monday, January 13, 2014, 7:00 PM, Organizational School Board Meeting followed by Regular School Board Meeting,
Northfield High School Media Center
- X. Adjournment

NORTHFIELD PUBLIC SCHOOLS

MEMORANDUM

Monday, November 25, 2013, 7:00 PM
Northfield High School Media Center

TO: Members of the Board of Education
FROM: L. Chris Richardson, Ph. D., Superintendent
RE: Explanation of Agenda Items for the November 25, 2013, School Board Meeting

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment
- IV. Approval of Minutes
Minutes of the Regular School Board meeting held on November 12, 2013, are enclosed for your review and comment.
- V. Announcements and Recognitions
- VI. Items for Discussion and / or Reports
 1. School Improvement Plan Presentations – Bridgewater Elementary School and Northfield High School.
The continuous improvement plan presentations will first document the progress made on the site improvement goals from the 2012-13 school year, then describe the 2013-14 site improvement goals, the data or evidence that was used to identify those goals, and the specific performance targets that will be used to determine success in reaching the goals. The presentations will also highlight the specific activities and staff development that will be completed during the 2013-14 school year.

On Monday night Bridgewater Elementary School and Northfield High School will present their continuous school improvement plans to the Board.
 2. FY 2013 Audit Report.
Craig Popenhagen, Partner with CliftonLarsonAllen, LLP, will present the results of the 2012-13 fiscal year audit. Comments will focus on the Executive Audit Summary and the Schedule of Federal Awards. A full report will be brought to the Board meeting for review.
- VII. Superintendent's Report
 - A. Items for Individual Action
 1. FY 2013 Audit.
Superintendent's Recommendation: Motion to accept the 2012-2013 audit report as presented.
 - B. Items for Consent Grouping
Superintendent's Recommendation: Motion to approve the following items listed under the Consent Grouping.
 1. Financial Reports – July, August and September 2013.
Director of Finance Val Mertesdorf requests that the Board approve the following:
 - Paid bills totaling \$1,608,764.70, payroll checks totaling \$658,546.52, bond payments totaling \$774,128.83 and the financial reports for July 2013.
 - Paid bills totaling \$1,409,561.53, payroll checks totaling \$637,224.28 and the financial reports for August 2013. There were no bond payments made in August 2013.
 - Paid bills totaling \$1,705,524.21, payroll checks totaling \$2,721,565.01 and the financial reports for September 2013. There were no bond payments made in September 2013.

2. Personnel Items.

a. Appointments*

1. Melissa Bernard, Assistant Gymnastics Coach at the High School beginning 11/14/2013 – 02/22/2014; Level E.
2. Rachael Hudson, Co-Musical Director at the Middle School (seasonal) beginning 12/05/2013 – 04/21/2014; Level I & Level K, 50% Stipend, Step 3.
3. Tyler Hudson, Co-Musical Director at the Middle School (seasonal) beginning 12/05/2013 – 04/21/2014; Level I & Level K, 50% Stipend, Step 5.
4. Amy Klein, High School Activities-Asst. Speech Coach beginning 12/01/2013 – 04/12/2014; \$12.00/hour.
5. Susan Oftedahl, .4 FTE Long-Term Substitute Orchestra Teacher at the High School beginning 04/01/2014 – 06/06/2014; Daily Substitute Rate.
6. Margaret Paradise, 1.0 FTE Long Term Substitute Fifth Grade Teacher at Bridgewater beginning 11/18/2013 – 1/10/2014 (1/2 days 1/6-10/2014; MA, Step 3.
7. John Sand, High School Activities Life of an Athlete Facilitator beginning 11/14/2013 – 06/06/2014; Level H, Step 1.

b. Increase/Decrease/Change in Assignment

1. Elizabeth Brewer, EA-Class IV (LI Room) at the Middle School for 6.75 hours/day, change to EA-Class IV (MMMMI Room) at the MS for 6.75 hours/day beginning 11/18/2013.
2. Elliot Courchaine, EA-Class IV at the Middle School, add 2 hours/day on Thursdays and Fridays at the High School for after school wrestling supervision 11/21/2013 – 03/01/2014.
3. Amanda George, KidVentures Site Assistant at GVP, change to KidVentures Site Assistant at Sibley & Bridgewater beginning 11/18/2013.
4. Zeebo Karouso, KidVentures Site Assistant at Sibley, change to KidVentures Site Assistant at GVP, Sibley and Bridgewater beginning 11/18/2013.
5. Linda Wasner, EA-Class IV at the High School, add 2 hours/day on Mondays & Wednesdays for after school wrestling supervision beginning 11/20/2013 – 03/01/2014.

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

VIII. Items for Information

1. Fall Parent-Teacher Conferences.

	<u>2013</u>	<u>2012</u>
Greenvale Park	96%	98%
Sibley	99%	99%
Bridgewater	95%	99%
Middle School	82%	78%
High School	46%	41%
Area Learning Center	61%	50%

IX. Future Meetings

Monday, December 9, 2013, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
 Monday, January 13, 2014, 7:00 PM, Organizational School Board Meeting followed by Regular School Board Meeting, Northfield High School Media Center

X. Adjournment

School Board Minutes

School Board Minutes

November 12, 2013

Northfield High School Media Center

- I. Call to Order.
Board Chair Ellen Iverson called the Regular meeting of the Northfield Board of Education to order at 7:30 PM. Fossum was absent.
The meeting started late due to the reception for National Merit Scholars and their families that preceded the Regular School Board meeting. This year Northfield High School has 5 commended scholars.
- II. Agenda Changes / Table File
The table file was added.
- III. Public Comment
There was none.
- IV. Approval of Minutes
On a motion by Pritchard, seconded by Maple, the minutes of the Regular School Board meeting held on October 28, 2013, were unanimously approved.
- V. Announcements and Recognitions
 - KARE 11 did a story on the book written by Earl Weinmann's SCOPE students – *Our Story: A Guide to the History of Northfield*. The reporter first interviewed high school students involved in the writing of the book and then visited Rich Guggisberg's third grade class at Sibley to record portions of a lesson. They also spoke to Earl Weinmann. The segment aired on the 6 PM news on October 30.
 - On October 27-28, 55 NHS DECA students attended the Fall Leadership Conference in Minneapolis. In addition to hearing two keynote speakers focusing on professionalism, motivation, and leadership, students attended break-out sessions to learn more about DECA and competition, how to be a future business and DECA leader, and how to prepare for college. Julie Wolner is the DECA Advisor.
 - The Northfield High School Concert Choir was an invited solo choir at the St. Olaf Choral Day Festival on November 3. The choir participated in the all-day event in mass choir rehearsals. That evening, the choir performed a solo set in addition to participating in a mass choir performance.
 - Maple praised the High School's fall theater production, the musical "Urinetown."
- VI. Items for Discussion and / or Reports
 1. Continuous Improvement Plan Presentations – Northfield Middle School and Community Services.
Principal Jeff Pesta and students Madison Hince and Jorge Salinas, Jr. presented the Middle School's continuous improvement plan to the Board. The presentation began with Principal Pesta, Madison and Jorge speaking about the Middle's Schools two achievement and two climate SMART goals from the 2012-2013 school year and the progress that has been made. The achievement goals from last year will continue this year. There are three new climate goals for 2013-2014: (1) Develop a new site goal to implement Positive Behavior Interventions and Supports (PBIS); (2) Promote school resource efficiency and literacy by preparing for the national Green Ribbon Schools application; (3) Establish a symbolic partner school relationship with Maltrata, Veracruz, Mexico to promote language and cultural exchange between the staff and students within academic contexts. The Board requested that Principal Pesta keep them informed as this partnership develops.

The Community Services site improvement plan was presented by Director Erin Mayberry and Sara Line, Early Childhood Coordinator. They spoke about the progress being made on the development of a Collective Impact Initiative in the community and the changes that have been implemented in the early childhood programs to ensure that "by 2020 all Minnesota children will be school-ready upon entry to kindergarten."

VII. Superintendent's Report

A. Items for Individual Action

1. American Education Week Proclamation.

American Education Week is November 18 – 22, 2013. The following are the events being planned in recognition of the 92nd annual observance of American Education Week. Both events are co-sponsored by the Northfield Education Association (NEA).

- Retired Educators Luncheon, November 18 at the Northfield Community Resource Center (NCRC).
- Staff Appreciation Breakfast, November 27 at the Northfield Middle School. Highlights will include recognition of those employees who have reached years of service milestones with the district, as well as the NEA's presentation of the "Teacher of the Year," "Paraprofessional of the Year" and "Friend of Education" awards.

On a motion by Nelson, seconded Hardy, by the Board unanimously approved the following Proclamation:

American Education Week Proclamation

WHEREAS, public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality; and

WHEREAS, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and
WHEREAS, education employees--be they custodians or teachers, bus drivers or librarians--work tirelessly to serve our children and communities with care and professionalism; and
WHEREAS, schools are community linchpins, bringing together adults and children, educators and volunteers, business leaders, and elected officials in a common enterprise;
NOW THEREFORE, the Northfield Public Schools Board of Education does hereby proclaim November 18 – 22, 2013, as the 92nd annual observance of American Education Week.

2. Agreement for Independent Contractor Services.

On a motion by Pritchard, seconded by Maple, the Board unanimously approved the Agreement for Independent Contractor Services with Teresa Rome to submit claims on behalf of the Northfield School District to the Minnesota Medical Assistance Program (MA) so that the District can be compensated for MA-eligible services provided to students. The term of the Agreement is from November 1, 2013 – June 30, 2014.

B. Items for Consent Grouping

On a motion by Stratmoen, seconded by Maple, the Board unanimously approved the items under the Consent Grouping.

1. Personnel Items.

a. Appointments*

1. Colleen Almen, Child Nutrition Associate I for 3.75 hours/day at the Middle School beginning 11/5/2013; \$13.82/hour.
2. Christina Chappuis, Educational Assistant Class IV 6.75 hours/day and Class I .33 hours/day at Sibley Elementary beginning 11/18/2013; Class IV, Step 3 - \$14.32/hour, Class I, Step 3 - \$13.27/hour.
3. Kathleen Connelly, Assistant Girls Basketball Coach at the High School beginning 11/18/2013 – 03/05/2014; Level E, Step 1.
4. Autumn Fabricant, Targeted Services PLUS Teacher at the Middle School for 5.0 hours/week beginning 11/05/2013 – 04/24/2014; Year 1- \$26.32/hour.
5. Melissa Gregory, Long Term Substitute EA-PCA at Sibley Elementary for .17 Class I, and 6.75 Class IV, beginning 11/13/2013 – 02/14/2014; Class I, Step 1 - \$12.59/hour; Class IV, Step 1 - \$13.49/hour.
6. Rich Guggisburg, Assistant Girls Softball Coach (9th Grade) at the High School beginning 03/10/2014 – 06/06/2014; Level F, Step 4.
7. Tony Rezac, Assistant Wrestling Coach at the High School beginning 11/18/2013 – 03/01/2014; Level E, Step 1.

8. William Seeberg, Homebound Instructor at the Middle School for 6 hours/week beginning 1/04/2013 – 01/24/2014; BA 60, Step 14.
 9. Dylan Warner – Student Site Assistant for KidVentures in the district schools for 2.5 hours/day beginning 11/7/2013; \$8.09/hour.
 10. Community Services Fall/Winter Recreations Positions:
 1. Sasha Mandle, CS Lifeguard \$8.00/hour beginning 11/11/2013 – 04/01/2014.
 2. Emily Verticchio, CS Birthday Parties/Basketball Coach, \$7.50/hour beginning 11/09/2013 – 04/01/2014.
 3. Nicole Youngberg, CS Water Safety Instructor \$10.00/hour, Lifeguard \$8.00/hour beginning 12/04/2013 – 04/01/2014.
 11. Joanne Clites, .50 FTE Long Term Substitute Grade 2 Teacher at Sibley Elementary for 4 hours/day beginning 11/12/2013 – 12/20/2013; BA, Step 3.
 12. Samantha Glowacki – PLUS Site Assistant at Greenvale Park for 5 hours/week beginning 11/14/2013 – 04/24/2014; Step 1 - \$11.25/hour.
 13. Dean Huschle, Supervisory EA-Building Greeter (Class I) at the High School for 5 hours/day beginning 11/11/2013 – 06/05/2014; Class I, Step 1- \$12.59/hour.
- b. Increase/Decrease/Change in Assignment
1. Mary Boyum, Class IV-Bus EA at Sibley for .83 hours/day, change to Class IV Bus EA for .92 hours/day beginning 10/24/2013 - 6/6/2014.
 2. Kathy Clark, Guidance Office Specialist at the High School for 6.5 hours/day (206 days), increase to 7.25 hours/day (206 days) beginning 11/05/2013.
 3. Rebecca Glassing, .70 FTE HS Media Specialist at the High School, change to .80 FTE beginning 11/6/2013 – 1/27/2014, and to 1.0 FTE for second semester beginning 1/28/2014 – 06/06/2014.
 4. Sherri Goehring, Class II EA for 6.5 hours/day and CNA I for .50 hours/day at the ALC, change to Class II EA for 6.75 hours/day and CNA I for .25 hours/day beginning 11/01/2013.
 5. Karna Hauck, .8 FTE Art Teacher at the High School, change to 1.0 FTE Art Teacher at the High School for Quarter 2 beginning 11/05/2013 – 1/27/2014.
 6. Nancy Kluver, Secretary for Teaching & Learning at Longfellow for 5 hours/day for 200 days/year, change to 6 hours/day for 228 days/year (.75) beginning 11/01/2013.
 7. Hope Langston, RTI Coach at Bridgewater, add Targeted Services PLUS Teacher for 2.5 hours/week at Bridgewater beginning 10/31/2013 – 04/24/2014.
 8. Kathleen Mellstrom, Educational Assistant-PCA Class IV at the Middle School, change to EA-PCA Class IV for 6.75 hours/day at the High School beginning 11/05/2013 – 06/06/2014.
 9. Margie Podominick, 1.0 FTE LTS at Sibley for Kindergarten & Grade 3, change to 1.0 FTE LTS Kindergarten at Sibley beginning 11/11/2013 – 06/06/2014.
 10. Lindsay Schacht, Targeted Services PLUS Site Leader at BW for 8.0 hours/week, change to Targeted Services Plus Site Leader at BW for 6 hours/week beginning 10/28/2013 – 04/24/2014.
 11. Nancy Sparby, Office Generalist at the High School for 7.5 hours/day (174 days), decrease to 6.5 hours/day (174 days) beginning 11/05/2013.
 12. Sara Webster, .7 FTE Speech/Language Teacher at Sibley/Longfellow, change to .9 FTE Speech/Language Teacher at Sibley/Longfellow beginning 11/13/2013 – 06/06/2014.
- c. Leaves of Absence
1. Natalie Crooks, Childcare Leave of Absence beginning on 11/18/2013 – 01/03/2014.
 2. Heather Olivier, 1.0 FTE Orchestra Director at the High School/Middle School, FMLA Childcare Leave of Absence from on or about 01/10/2014 – 03/31/2014.
 3. Heather Olivier, 1.0 FTE Orchestra Director at the High School/Middle School, .40 FTE Childcare Leave of Absence from her high school teaching position from 04/01/2014 – 06/06/2014.
 4. Amy Pfefferle, 1.0 FTE Elementary Teacher, Amended FMLA Leave of Absence from intermittent leave to .50 FTE Leave of Absence from 11/11/2013 – 12/20/2013.

d. Resignations

1. Mishia Edwards, declined employment offer, effective 10/29/2013
2. Uriel Lazaro, declined employment offer, effective 10/29/2013.
3. Jessica Bester, 9th Grade Softball Coach, resignation effective 11/03/2013.
4. LeAnne Fricke, Assistant Gymnastics Coach, resignation effective 11/6/2013.
5. Kevin George, Assistant Speech Coach, resignation effective 11/5/2013.
6. Jennie Scholes, Assistant Girls Gymnastics Coach, resignation effective November 7, 2013.

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

VIII. Items for Information

1. Enrollment Report – November 2013.

2. Enrollment Options Report.

Student Information Systems Specialist Christine Neset provided the 2013-2014 Enrollment Options Report. The Northfield Public Schools has 281 students attending our schools from other school districts this school year compared to 278 last year. 755 Northfield students are attending school elsewhere, including other public schools (193), charter schools (268), home schools (109) and non-public schools (185). This compares to 838 students last year.

IX. Future Meetings

Thursday, November 21, 2013, 7:00 PM, Work Session, Northfield High School Media Center

Monday, November 25, 2013, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

Monday, December 9, 2013, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

X. On a motion by Stratmoen, seconded by Nelson, the Board adjourned at 8:50 PM.

Noel Stratmoen
School Board Clerk

NORTHFIELD PUBLIC SCHOOLS

2012-2013 Site Progress Report

2013-2014 Continuous Improvement Plan

2013-2014 Building Staff Development Plan

October 11, 2013

NORTHFIELD PUBLIC SCHOOLS

District 659 Mission: Why we exist

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

Submit to the Superintendent by October 11, 2013:

For 2012-2013: Site Progress Report

**For 2013-2014: Site Continuous Improvement Plan
Building Staff Development Plan**

SITE: *Bridgewater Elementary*

PLAN YEAR: *2013-2014*

SITE IMPROVEMENT TEAM MEMBERS:

Nancy Antoine, Mairin Born, Kristen Cade, Sarah DuChene, Hope Langston, Elizabeth Larson, Connie Nelson, Brittany Rathbun, Kim Rohr, Renae Schuster

**Reviewed by
Staff:**

**Signature
Date**

Hope Langston
10/24/13

**Reviewed by
Staff:**

**Signature
Date**

Connie Nelson
10/24/13

**Final Approval by
Site Improvement Team:**

**Signature
Date**

Renae C Schuster
10-24-13

**Final Approval by
Superintendent and
Director of Teaching and
Learning:**

**Signature
Date**

[Signature]
10/28/13

NORTHFIELD PUBLIC SCHOOLS

2012-2013 Site Progress Report for Site Improvement Objective #1

State the Site Improvement Objective: *All students will demonstrate growth toward grade level proficiency or above in math as measured by MCA and MAP assessments.*

This Site Improvement Objective is: New Continuing

State the Student Achievement Goal:

- *90% of all students in grades K-5 will meet their individual growth target on the Spring 2013 Math MAP.*
- *Proficiency level on the MCA will be as follows: Grade 3-80%, Grade 4-85%, Grade 5-70%.*
- *All subgroups will meet AYP standards.*

Which action plan steps were completed?

1. *Increase awareness of Math data through grade level PLCs, staff meetings, and grade level Intervention Team meetings.*
2. *Provide additional training on math specifications for the MCA III.*
3. *Use Math Boxes on a regular basis to review math concepts.*
4. *Host math events for parents.*
5. *Provide homework help before school for students.*
6. *Use Rocket Math in grades 2-5, and Math Facts in a Flash with first grade.*
7. *Create and implement math interventions.*
8. *Support new teachers with math curriculum.*
9. *Continue to emphasize math vocabulary.*
10. *Create and share a list of students who are struggling in math with staff who need to know for instructional purposes.*
11. *Provide math tips for parents in newsletters.*
12. *MCAs will be given in the group/environment in which the students receive math instruction when possible.*
13. *Identify iPad apps that are appropriate to use with students to improve math scores.*

Which of these steps were especially powerful?

1. *Increase awareness of Math data through grade level PLCs, staff meetings, and grade level Intervention Team meetings.*
2. *Create and implement math interventions.*
3. *Create and share a list of students who are struggling in math with staff who need to know for instructional purposes.*
4. *MCAs will be given in the group/environment in which the students receive math instruction when possible.*

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Which of these steps were not completed?

None

Provide evidence that your objective was achieved or not achieved.

2013 MCA Math Proficiency Levels:

Grade 3: 81.7% Meet or Exceed – Objective met

Grade 4: 87.1% Meet or Exceed – Objective met

Grade 5: 61.3% Meet or Exceed – Objective not met

Spring 2013 Math MAP – percentage of students meeting individual growth targets (Fall-Spring):

All students K-5: 84.2% - Objective not achieved, yet improvement from 79.9% in 2012. Of the 82 students not meeting their growth target, 29 (35%) were within two points of their individual target.

What implications do this year's results have for next school year?

Continue to address needs in fifth grade, by focusing instruction on areas of largest need, including lowest strand performance and growth of high achieving students. MAP growth continues to be an area of success for Bridgewater; although we did not attain the very high goal we set for ourselves, several grade levels were close or surpassed our 2013 goal of 90%.

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2012-2013 Site Progress Report for Site Improvement Objective #2

State the Site Improvement Objective: *All students will demonstrate growth toward grade level proficiency or above in reading as measured by the MCA and MAP assessments.*

This Site Improvement Objective is: **New** **Continuing**

State the Student Achievement Goal:

- *85% of all students in grades K-5 will meet their individual growth target on the Spring 2013 Reading MAP.*
- *Proficiency level on the MCA will be 80% at all grade levels.*

Which action plan steps were completed?

All of the steps were completed. However, more training and time need to be given to Writer's Workshop to make it more effective for students.

Which of these steps were especially powerful?

- #1 - Gathering and analyzing data through PLCs each week*
- #2 - Monitoring underachieving students and providing specific and appropriate interventions*
- #10 - Flexible grouping allowed for more differentiation.*

Which of these steps were not completed?

It is difficult to fit in a Writer's Workshop with our Read 180 students in 4th and 5th grade.

Provide evidence that your objective was achieved or not achieved.

- *73% of students met their individual growth target on the Spring MAP test - objective not met*
- *70% of Bridgewater students were proficient on MCA tests in grades 3,4,5:*
 - *Grade 3, 71% - objective not met*
 - *Grade 4, 64% - objective not met*
 - *Grade 5, 74% - objective not met*

What implications do this year's results have for next school year?

We need to continue to focus on meeting the needs of all students in reading to ensure that all students are being challenged at their appropriate learning level. Our new BAS assessment will help determine appropriate reading materials for each student. The implementation of Words Their Way will provide a word study program for all students. We will continue to analyze and evaluate our Read 180 program, and the proficiency of its students on the MCA reading test.

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2012-2013 Site Progress Report for Site Improvement Objective #3

State the Site Improvement Objective: *All students and staff will promote a respectful, safe and welcoming environment.*

This Site Improvement Objective is: New Continuing

State the Student Achievement Goal:

- *Conference attendance will be at or above 96% participation by one or both parents in the fall and spring.*
- *In completing the fall and spring survey, 95% of parents will agree that they are informed about their child's progress.*
- *In completing the fall and spring survey, 93% of students will agree that they follow the Bridgewater behavior guidelines of work, respect, belong and safety.*
- *In completing the fall and spring survey, 95% of staff will agree that they are supportive of their colleagues.*
- *In completing the fall and spring survey, 95% of staff will agree that they contribute to a positive climate at Bridgewater.*
- *Reduce the number of fix-it plans by 10%.*

Which action plan steps were completed?

All of the steps were complete except for the first step. PBIS was implemented at the secondary level and not the elementary.

Which of these steps were especially powerful?

Grade level planned parent events and parent communication through Skylert were especially powerful steps.

Which of these steps were not completed?

We did not implement PBIS at the elementary level; it was implemented at the secondary level though.

Provide evidence that your objective was achieved or not achieved.

- 96% of families attended Fall and Spring Conferences-objective met*
- In completing the spring survey, 95% of parents agreed that they are informed about their child's progress-objective met*
- In completing the spring survey, 95% of students agreed that they follow the Bridgewater behavior guidelines of work, respect, belong and safety-objective met*
- In completing the spring survey, 97% of staff agreed that they are supportive of their colleagues-objective met*

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- e. In completing the spring survey, 100% of staff agreed that they contribute to a positive climate at Bridgewater-objective met*
- f. Fix-it plans were reduced by 23%-objective met*

What implications do this year's results have for next school year?

We will need to continue communication via Skylert with parents. Parents without email or who have blocked Skylert will be sent a paper copy of the correspondence.

We will address climate building knowing that it has a direct affect on student achievement.

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2013-2014 Site Continuous Improvement Plan

VISION: What we hope to become

Building Vision Statement:

We believe the best way to achieve our mission is to work as a professional learning community.

We will:

- Work together to achieve building goals.
- Research and implement best practices for improving student achievement.
- Monitor each student's progress; and
- Reinforce social skills and respect for all.

COLLECTIVE COMMITMENTS: How we will behave in order to make our shared vision a reality

Building Statement of Collective Commitments:

To achieve the vision of Bridgewater Elementary School, we commit to:

- Provide an inviting school environment for students-an environment with clear expectations, consistent consequences, and specific academic goals.
- Understand and use methods of assessment to monitor progress and inform instruction.
- Engage in meaningful staff development to enhance professional skills.
- Involve parents and the community in the education of our children so that as a team, we work together to increase student achievement by modeling the qualities and characteristics we hope to instill.

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2013-2014 Site Continuous Improvement Plan

GOALS: Our overarching objectives and measurable goals, and what steps we will take to reach them

Site Improvement Objective #1

State the Site Improvement Objective: *All students will demonstrate growth toward grade level proficiency or above in math as measured by MCA and MAP assessments.*

This Site Improvement Objective is: New Continuing

This Site Improvement Objective is intended for:

1 year 2 years 3 years

This action plan is for: year 1 year 2 year 3 of the plan

What district strategy does this Site Improvement Objective support?

Quality Education
 Stewardship
 Climate

Communications/Partnerships
 Curricular Outcomes
 Diversity

Evidence of Need ("Our Reality"): What key measurable performance indicators show a need to spend time, energy, and resources on this particular objective?

Spring 2013 MCA and MAP results indicate the need for continued improvement in this area to ensure acceleration for all students in the area of math.

Currently, 84.2% of students K-5 met their individual growth target on the Spring 2013 Math MAP measuring growth from fall to spring. The following percentage of students grades 3-5 met or exceeded grade level proficiency on the Spring 2013 Math MCA III: Grade 3-81.7%, Grade 4-87.1%, Grade 5-61.3%.

Student Achievement Goal #1: What key measurable performance indicators/performance targets will point to success at year-end review?

- This should be a SMART goal: Strategic and Specific, Measurable, Attainable, Results-oriented, Time-bound.
- To the extent possible, please use this format to write your goal: "We will increase (*indicate specific skills*) of (*indicate subgroups and grade levels of students*) so that (*indicate percent of students*) will demonstrate (*indicate level of performance*) as measured by (*indicate names of assessments*) by (*indicate month and year*)."

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- *85% of all students in grades K-5 will test within 2 points or surpass their individual growth target on the Spring 2013 Math MAP.*
- *Proficiency level on the MCA will be as follows: Grade 3-82%, Grade 4-85%, Grade 5-70%.*
- *All subgroups will meet AYP standards.*

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2013-2014 Site Continuous Improvement Plan

Action Plan Details for Site Improvement Objective #1							
Task No.	Tasks to be Completed	Time Lines		Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
		Begin Date	End Date				
1	<i>Implement Xtra Math in grades 1-5 to build fact fluency.</i>	9/3/13	6/6/14	<i>Classroom Teachers</i>	<i>Classroom Ipads Xtra Math website</i>	<i>End of each quarter</i>	<i>Student reports and growth indicators provided by Xtra Math</i>
2	<i>Math Flex Groups 4 times/week Grades 4 & 5</i>	9/16/13	6/6/14	<i>Classroom teachers and RtI Coaches</i>	<i>20 minute sessions, 4 days per week</i>	<i>Ongoing</i>	<i>OLPA Growth</i>
3	<i>Tier 2 Intervention- Math Elevations in Grades 3-5</i>	9/16/13	5/30/14	<i>Math Corps Tutor and Academic Support Teacher</i>	<i>30 minute sessions 4 days per week</i>	<i>Ongoing</i>	<i>Student performance on unit tests, MAP and OLPA growth</i>
4	<i>Increase awareness of Math data through grade level PLCs, staff meetings, and grade level Intervention Team meetings.</i>	10/8/13	2/1/14	<i>All teachers Nancy Antoine RtI Coaches</i>	<i>Cost of subs</i>	<i>Spring 2014</i>	<i>MAP and MCA results</i>
5	<i>Create and implement math interventions.</i>	9/4/13	6/6/14	<i>RtI Coaches Academic Support Teachers Accelerate Northfield RtI Tutors</i>	<i>Time Materials</i>	<i>Ongoing</i>	<i>Individual student growth</i>

NORTHFIELD PUBLIC SCHOOLS

6	<i>Create and share a list of students who are struggling in math with staff who need to know for instructional purposes.</i>	<i>9/4/13</i>	<i>5/30/14</i>	<i>Classroom teachers Academic Support Teacher Math Corps Tutor</i>	<i>Time</i>	<i>Ongoing</i>	<i>MAP and OLPA growth</i>
7	<i>MCA's will be given in the group/environment in which the students receive math instruction when possible.</i>	<i>4/1/14</i>	<i>4/30/14</i>	<i>Nancy Antoine Teaching Staff</i>	<i>Time and space</i>	<i>Spring 2014</i>	<i>MCA results</i>
8	<i>Focus on lowest fifth grade math strands and increase math instruction in these areas during flex time.</i>	<i>9/4/13</i>	<i>6/6/14</i>	<i>Classroom teachers RtI Coaches</i>	<i>Time</i>	<i>Spring 2014</i>	<i>MAP and MCA results</i>
9	<i>Host family math events.</i>	<i>11/13</i>	<i>5/30/14</i>	<i>Nancy Antoine Classroom Teachers RtI Coaches</i>	<i>Time and materials</i>	<i>Spring 2014</i>	<i>Parent survey results</i>

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

GOALS: Our overarching objectives and measurable goals, and what steps we will take to reach them

Site Improvement Objective #2

State the Site Improvement Objective: *All students will demonstrate growth toward grade level proficiency or above in reading as measured by the MCA and MAP assessments.*

This Site Improvement Objective is: New Continuing

This Site Improvement Objective is intended for:

1 year 2 years 3 years

This action plan is for: year 1 year 2 year 3 of the plan

What district strategy does this Site Improvement Objective support?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Quality Education | <input checked="" type="checkbox"/> Communications/Partnerships |
| <input type="checkbox"/> Stewardship | <input checked="" type="checkbox"/> Curricular Outcomes |
| <input type="checkbox"/> Climate | <input type="checkbox"/> Diversity |

Evidence of Need ("Our Reality"): What key measurable performance indicators show a need to spend time, energy, and resources on this particular objective?

- *Although many students met their individual growth targets, we did not meet our goal of 85% of **all** students meeting individual growth targets. 73% of Bridgewater students met their individual growth target. This was an increase from 65% the previous year.*
- *Proficiency on MCA was lower than past years. 70% of 3rd, 4th, and 5th graders met proficiency.*

Student Achievement Goal #1: What key measurable performance indicators/performance targets will point to success at year-end review?

- This should be a SMART goal: **S**trategic and **S**pecific, **M**easurable, **A**ttainable, **R**esults-oriented, **T**ime-bound.
To the extent possible, please use this format to write your goal

NORTHFIELD PUBLIC SCHOOLS

- *75% of all students in grades K-5 will meet their individual growth target on the Spring 2014 Reading MAP.*
- *Proficiency level on the MCA will be as follows: Grade 3 – 75%, Grade 4-75%, Grade 5 – 75%*
- *All subgroups will meet AYP standards.*

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

Action Plan Details for Site Improvement Objective #2							
Task No.	Tasks to be Completed	Time Lines		Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
		Begin Date	End Date				
1	<i>Continue to focus on the use of reading data to inform instruction and prescribe interventions through PLCs, grade level meetings and grade level data retreats.</i>	9/3/2013	6/05/2014	Classroom Teachers RtI Coaches Roger Jenni	<i>Cost of subs for grade level data retreats</i>	<i>ongoing</i>	<i>MCA, MAP, BAS, and DIBELS results</i>
2	<i>Monitor and remediate underachieving students providing specific and appropriate interventions.</i>	9/03/2013	5/30/2014	Classroom Teachers Title Teachers RtI Coaches	<i>Preparation time</i>	<i>ongoing</i>	<i>MCA, MAP, BAS, DIBELS results</i> <i>Leveled Literacy Intervention</i>
3	<i>Continue using the Readers Workshop model which includes mini lessons, guided reading, individual conferencing and independent reading.</i>	9/03/2013	6/05/2014	Classroom Teachers	<i>Planning time</i>	<i>ongoing</i>	<i>BAS text level, MAP, DIBELS, MCA assessments</i>

NORTHFIELD PUBLIC SCHOOLS

4	Continue using the Writers workshop model to increase daily writing skills.	9/03/2013	6/05/2014	Classroom Teachers	Planning time	ongoing	Individual Student progress
5	Use nonfiction materials to promote comprehension in the content areas.	9/03/2013	6/05/2014	Classroom Teachers Media specialist	Leveled texts Informational materials	Ongoing	MCA, MAP, BAS
6	Emphasize literacy in parent communications.	9/03/2013	6/05/2014	Teachers, Principal, RtI coaches	Time and ideas	ongoing	Spring Parent survey
7	Provide homework help before school.	10/01/2013	05/30/114	Homework Help Tutor	Grant funded	ongoing	Student Attendance
8	Use DIBELS and BAS to benchmark all students K-5; progress monitor and provide interventions to students below benchmark standards.	8/27/13	5/30/2014	Licensed Teachers, Title teachers, RtI Coaches	Cost of Dibels, BAS	Fall, Winter, Spring Benchmark Dates Progress Monitoring data	Individual Student Progress on DIBELS and BAS assessments and progress monitoring graphs
9	Continue to provide READ180 program for up to 15 students below grade level benchmarks in grades 4 & 5	9/3/2013	6/05/2014	READ 180 Teacher	Cost of teacher and materials	ongoing	SRI, DIBELS, BAS, MAP, MCA results

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

Action Plan Details for Site Improvement Objective #2							
Task No.	Tasks to be Completed	Time Lines		Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
		Begin Date	End Date				
10	<i>Continue flexible grouping at all grade levels to ensure that all students are challenged at an appropriate level.</i>	9/03/2013	6/05/2014	<i>Classroom teachers</i>	<i>Preparation time</i>	<i>ongoing</i>	<i>MCA, MAP, BAS Words Their Way</i>
11	<i>Provide information on MCA reading specifications for the MCA III</i>	02/2014	04/2014	<i>Roger Jenni RtI coaches</i>	<i>Staff meeting</i>	<i>Winter 2014</i>	<i>MCA results</i>
12	<i>Identify ipad apps that are appropriate to use with students to improve reading skills.</i>	9/03/2013	6/05/2014	<i>Teachers Technology Personnel</i>	<i>Cost of apps Training</i>	<i>ongoing</i>	<i>Number of apps found and utilized with students</i>
13	<i>Emphasize oral reading fluency across the building.</i>	9/03/13	6/05/14	<i>Teachers RtI Coaches Volunteers</i>	<i>Preparation time Materials</i>	<i>Fall, Winter, Spring 2014 Ongoing for some students</i>	<i>DIBELS, BAS</i>

NORTHFIELD PUBLIC SCHOOLS

14	Implement Words Their Way in all classrooms.	9/30/2013	6/05/14	Teachers	Training, Staff Preparation time	Ongoing	Words Their Way checkpoints BAS, MAP, MCA results
15	Increase reading stamina in preparation for spring reading testing.	9/03/2013	5/30/14	Teachers	Time	Spring 2014	BAS, MAP, MCA

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

GOALS: Our overarching objectives and measurable goals, and what steps we will take to reach them

Site Improvement Objective #3

State the Site Improvement Objective: *All students and staff will contribute to a respectful, safe and welcoming environment.*

This Site Improvement Objective is: New Continuing

This Site Improvement Objective is intended for:
 1 year 2 years 3 years

This action plan is for: year 1 year 2 year 3 of the plan

What district strategy does this Site Improvement Objective support?

Quality Education

Communications/Partnerships

Stewardship

Curricular Outcomes

Climate

Diversity

Evidence of Need ("Our Reality"): What key measurable performance indicators show a need to spend time, energy, and resources on this particular objective?

The Climate Survey results indicate the need for continuous improvement and attention in this area. We need to improve the climate for students, staff and parents. We need to continue to make Bridgewater a safe place for all learners. The number of fix-it plans (212) indicates that we need to continue teaching students desired expectations and providing guidance and boundaries that are attainable.

We need to focus on improving the climate for teachers so they can be the best that they can be for students. Creating a positive school climate for teachers and staff is essential for student success.

NORTHFIELD PUBLIC SCHOOLS

Student Achievement Goal #1: What key measurable performance indicators/performance targets will point to success at year-end review?

- This should be a SMART goal: Strategic and Specific, Measurable, Attainable, Results-oriented, Time-bound.
- To the extent possible, please use this format to write your goal: "We will increase (*indicate specific skills*) of (*indicate subgroups and grade levels of students*) so that (*indicate percent of students*) will demonstrate (*indicate level of performance*) as measured by (*indicate names of assessments*) by (*indicate month and year*)."
- *Conference attendance will remain at or above 95% participation by one or both parents.*
- *In completing the climate survey, 95% of parents will agree that they are informed about their child's progress.*
- *85% of students will receive no more than one fix-it plan for the school year following the Bridgewater behavior guidelines of work, respect, belong and safety.*
- *In completing the climate survey, 95% of staff will agree that they supportive of their colleagues.*
- *In completing the climate survey, 95% of staff will agree that they contribute to a positive climate at Bridgewater.*
- *Reduce the number of fix-it plans by 5%.*

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

Action Plan Details for Site Improvement Objective #3							
Task No.	Tasks to be Completed	Time Lines		Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
		Begin Date	End Date				
1	<i>Parent Events planned by grade levels.</i>	<i>Sept. 2013</i>	<i>June 2014</i>	<i>Teachers</i>	<i>Invitations, Food, Time</i>	<i>On-going</i>	<i>Number of parents attending each event.</i>
2	<i>Kindness Retreat for fourth grade students.</i>	<i>9/19/13</i>	<i>6/6/14</i>	<i>Fourth Grade Teachers and Students, Social Worker, Youth Frontiers Staff</i>	<i>In-kind funding from PTO, high school volunteers, teacher time.</i>	<i>On-going</i>	<i>Individual Student Behaviors</i>
3	<i>D.A.R.E. program for fifth grade students.</i>	<i>3/1/14</i>	<i>6/6/14</i>	<i>D.A.R.E. Officer, Fifth Grade Teachers and Students</i>	<i>In-kind funding from Nfld. Police Dept. Time in 5th grade schedule.</i>	<i>6/6/13</i>	<i>Student survey D.A.R.E. graduation</i>
4	<i>Character traits supported on morning announcements.</i>	<i>9/3/13</i>	<i>6/6/14</i>	<i>Principal, Social Worker</i>	<i>Time</i>	<i>On-going</i>	<i>Number of fix-it plans</i>
5	<i>Annual Bus Driver Appreciation Breakfast</i>	<i>10/25/13</i>	<i>10/25/13</i>	<i>BW Staff and Students</i>	<i>Food prepared by staff, cards, performances created by students and staff.</i>	<i>10/26/13</i>	<i>Bus Driver Attendance</i>

NORTHFIELD PUBLIC SCHOOLS

Action Plan Details for Site Improvement Objective #3							
Task No.	Tasks to be Completed	Time Lines	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators	Task No.
6	<i>Volunteer Appreciation</i>	<i>9/3/13</i>	<i>6/6/14</i>	<i>All staff</i>	<i>Daily gratitude and appreciation. Volunteer Appreciation Event in April.</i>	<i>On-going</i>	<i>Number of volunteers.</i>
7	<i>Staff Connection Activities</i>	<i>October 2013</i>	<i>June 2014</i>	<i>TLC & PTO</i>	<i>Ideas, events and incentives</i>	<i>On-going</i>	<i>Staff Survey</i>
8	<i>Student Recognition</i>	<i>October 2013</i>	<i>June 2014</i>	<i>TLC and staff</i>	<i>Ideas, events and incentives.</i>	<i>On-going</i>	<i>Student Survey</i>
9	<i>Grandparent's Day</i>	<i>11/26/13</i>	<i>11/26/13</i>	<i>All Staff</i>	<i>Food for reception and activities</i>	<i>11/26/13</i>	<i>Attendance</i>
10	<i>Climate Builders-Morning Connection</i>	<i>October 2013</i>	<i>June 2014</i>	<i>TLC and Principal</i>	<i>Ideas and events</i>	<i>On-going</i>	<i>Staff Survey</i>
11	<i>Monitor fix-it plans and implement appropriate behavioral interventions.</i>	<i>9/3/13</i>	<i>6/6/14</i>	<i>Principal, Social Worker and School Psychologist</i>	<i>Time, Skyward</i>	<i>6/6/14</i>	<i>Number of fix-it plans and interventions.</i>
12	<i>Continue effective communication with parents through Skylert</i>	<i>August 2013</i>	<i>June 2014</i>	<i>Principal</i>	<i>Skylert Program</i>	<i>On-going</i>	<i>Parent Survey</i>
13	<i>Support Responsive Classroom Initiatives</i>	<i>9/3/13</i>	<i>6/6/14</i>	<i>All Staff and Principal</i>	<i>Cost of training and materials.</i>	<i>On-going</i>	<i>Participation</i>

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

Action Plan Details for Site Improvement Objective #3							
Task No.	Tasks to be Completed	Time Lines		Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
		Begin Date	End Date				
14	<i>Continue staff communication through grade level meetings, staff meetings, face-to-face conversations and email.</i>	9/3/13	6/6/14	All staff	Time	On-going	Staff Survey
15	<i>Continue communicating with parents on student progress through conference reports and report cards.</i>	9/3/13	6/6/14	Teachers	Conference Reports and Report Cards	Quarterly	Parent Survey
16	<i>Increase building security</i>	9/3/13	6/6/14	All Staff, Buildings & Grounds Staff	Security Cameras and ID/Security system	On-going	Safety of students

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

This form must be completed by each school and approved by the District Curriculum and Staff Development Committee (DCSDC). The information provided in this form will also be used by each school at the end of the school year to complete the annual Building Staff Development Evaluation that is required by the Minnesota Department of Education.

Please complete this form electronically and send it to the Superintendent and the Director of Teaching and Learning by 10/11/13.

School: *Bridgewater Elementary School*

Submitted by: *Nancy Antoine*

Date: *10-23-13*

Total number of licensed instructional staff: *44*

Total number of licensed non-instructional staff: *6*

Total number of paraprofessional staff: *12*

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

I. SITE IMPROVEMENT OBJECTIVES AND STUDENT ACHIEVEMENT GOALS

Site Improvement Objective #1: *All students will demonstrate growth toward grade level proficiency or above in math as measured by MCA and MAP assessments.*

Student Achievement Goal #1:

- *85% of all students in grades K-5 will test within 2 points or surpass their individual growth target on the Spring 2013 Math MAP.*
- *Proficiency level on the MCA will be as follows: Grade 3-82%, Grade 4-85%, Grade 5-70%.*
- *All subgroups will meet AYP standards.*

Indicate the focus of the Site Improvement Objective and Student Achievement Goal:

- | | | |
|--|--|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Health/PE | <input type="checkbox"/> Climate |
| <input checked="" type="checkbox"/> Math | <input type="checkbox"/> Art/Music | |
| <input type="checkbox"/> Science | <input type="checkbox"/> World Languages | |

Board of Education Goal(s) aligned with above objective and goal:

- 1. 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.
- 2. 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.
- 3. 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 2013-2014.
- 4. The District will implement standards-based grading strategies and procedures at the elementary level and continue studying standards-based grading at the secondary level in 2013-14.
- 5. 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.
- 6. The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility, and self-regulation.
- 7. The District will foster school connectedness among students, families and staff, promoting mutual respect and enhancing emotional health.
- Not applicable

NORTHFIELD PUBLIC SCHOOLS

District Staff Development Goal(s) aligned with above objective and goal:

- 1. Support and guide the implementation of the district's curriculum frameworks for each content area.
- 2. Support and guide the implementation of the concepts and practices essential to Professional Learning Communities (PLCs).
- Not applicable

Building Staff Development Plan: 2013-2014

I. SITE IMPROVEMENT OBJECTIVES AND STUDENT ACHIEVEMENT GOALS *(continued)*

Site Improvement Objective #2:

All students will demonstrate growth toward grade level proficiency or above in reading as measured by the MCA and MAP assessments.

Student Achievement Goal #2:

- *75% of all students in grades K-5 will meet their individual growth target on the Spring 2014 Reading MAP.*
- *Proficiency level on the MCA will be as follows: Grade 3 – 75%, Grade 4-75%, Grade 5 – 75%*
- *All subgroups will meet AYP standards.*

Indicate the focus of the Site Improvement Objective and Student Achievement Goal:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Health/PE | <input type="checkbox"/> Climate |
| <input type="checkbox"/> Math | <input type="checkbox"/> Art/Music | |
| <input type="checkbox"/> Science | <input type="checkbox"/> World Languages | |

Board of Education Goal(s) aligned with above objective and goal:

- 1. 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.
- 2. 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.
- 3. 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 2013-2014.
- 4. The District will implement standards-based grading strategies and procedures at the elementary level and continue studying standards-based grading at the secondary level in 2013-14.

NORTHFIELD PUBLIC SCHOOLS

- 5. 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.
- 6. The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility, and self-regulation.
- 7. The District will foster school connectedness among students, families and staff, promoting mutual respect and enhancing emotional health.
- Not applicable

District Staff Development Goal(s) aligned with above objective and goal:

- 1. Support and guide the implementation of the district's curriculum frameworks for each content area.
- 2. Support and guide the implementation of the concepts and practices essential to Professional Learning Communities (PLCs).
- Not applicable

Building Staff Development Plan: 2013-2014

I. SITE IMPROVEMENT OBJECTIVES AND STUDENT ACHIEVEMENT GOALS *(continued)*

Site Improvement Objective #3: *All students and staff will promote a respectful, safe and welcoming environment.*

Student Achievement Goal #3:

Indicate the focus of the Site Improvement Objective and Student Achievement Goal:

- | | | |
|----------------------------------|--|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Health/PE | <input checked="" type="checkbox"/> Climate |
| <input type="checkbox"/> Math | <input type="checkbox"/> Art/Music | |
| <input type="checkbox"/> Science | <input type="checkbox"/> World Languages | |

Board of Education Goal(s) aligned with above objective and goal:

- 1. 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.
- 2. 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.
- 3. 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 2013-2014.
- 4. The District will implement standards-based grading strategies and procedures at the elementary level and continue studying standards-based grading at the secondary level in 2013-14.

NORTHFIELD PUBLIC SCHOOLS

- 5. 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.
- 6. The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility, and self-regulation.
- 7. The District will foster school connectedness among students, families and staff, promoting mutual respect and enhancing emotional health.
- Not applicable

District Staff Development Goal(s) aligned with above objective and goal:

- 1. Support and guide the implementation of the district's curriculum frameworks for each content area.
- 2. Support and guide the implementation of the concepts and practices essential to Professional Learning Communities (PLCs).
- Not applicable

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES

Building Staff Development Opportunity #1: Monday, August 26, 2013; 2 hours:

Detailed summary of staff development activities planned: *Planning and training for Ready, Set Go Day and Implementation of iPad mini pods in each classroom.*

Site Improvement Objective(s)/Student Achievement Goal(s) these activities support: 1 2 3

Check all designs/structures that apply to this day's activities:

1. Primary Focus of Learning Team

- Assessment (formative and/or summative)
- Classroom Management
- Instructional strategies
- Subject area or program content
- Does not apply

2. Student Data Examined for Decisions

- State assessment data
- District/school selected assessment data
- Classroom assessment data
- Student work

3. Teacher Supports

- Demonstration teaching
- Instructional strategy modeling
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers

4. Curriculum Strategies

- Curriculum alignment/mapping
- Curriculum development
- Assessment development
- Differentiated instruction
- Technology in the classroom

5. Other:

High Quality Components – This activity will:

- Be an integral part of school board, district-wide and school-wide educational improvement plans.
- Include teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Increase teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically-based research.
- Increase teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Provide for professional learning communities that focus on student achievement.
- Include the use of data and assessments to inform classroom practice.
- Provide technology training to improve teaching and learning.
- Increase teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted/talented students, students with Limited English Proficiency and at-risk students.
- Improve teachers' classroom-management skills.
- Help all school personnel work effectively with students and their parents.
- Evaluate designs and strategies for impact on teacher effectiveness to increase academic achievement and improve the quality of future professional development.
- Develop with extensive participation of teachers, principals, parents, and administrators.
- Evaluate regularly to improve the quality of future professional development.
- Sustained, intensive, and classroom focused; they are not one-day or short term workshops.

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

Building Staff Development Opportunity #2: Tuesday, August 27, 2013; 7 hours:

Detailed summary of staff development activities planned: *Implementation of Ready, Set Go Day-Assess each student in the areas of reading and math.*

Site Improvement Objective(s)/Student Achievement Goal(s) these activities support: 1 2 3

Check all designs/structures that apply to this day's activities:

1. Primary Focus of Learning Team

- Assessment (formative and/or summative)
- Classroom Management
- Instructional strategies
- Subject area or program content
- Does not apply

2. Student Data Examined for Decisions

- State assessment data
- District/school selected assessment data
- Classroom assessment data
- Student work

3. Teacher Supports

- Demonstration teaching
- Instructional strategy modeling
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers

4. Curriculum Strategies

- Curriculum alignment/mapping
- Curriculum development
- Assessment development
- Differentiated instruction
- Technology in the classroom

5. Other:

High Quality Components – This activity will:

- Be an integral part of school board, district-wide and school-wide educational improvement plans.
- Include teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Increase teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically-based research.
- Increase teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Provide for professional learning communities that focus on student achievement.
- Include the use of data and assessments to inform classroom practice.
- Provide technology training to improve teaching and learning.
- Increase teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted/talented students, students with Limited English Proficiency and at-risk students.
- Improve teachers' classroom-management skills.
- Help all school personnel work effectively with students and their parents.
- Evaluate designs and strategies for impact on teacher effectiveness to increase academic achievement and improve the quality of future professional development.
- Develop with extensive participation of teachers, principals, parents, and administrators.
- Evaluate regularly to improve the quality of future professional development.
- Sustained, intensive, and classroom focused; they are not one-day or short term workshops.

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

Building Staff Development Opportunity #3: Wednesday; November 27, 2013; 5 hours

Detailed summary of staff development activities planned: *Armed Intruder Training and Building Strategies/Support*

Site Improvement Objective(s)/Student Achievement Goal(s) these activities support: 1 2 3

Check all designs/structures that apply to this day's activities:

Check all designs/structures that apply to this day's activities:

1. Primary Focus of Learning Team

- Assessment (formative and/or summative)
- Classroom Management
- Instructional strategies
- Subject area or program content
- Does not apply

2. Student Data Examined for Decisions

- State assessment data
- District/school selected assessment data
- Classroom assessment data
- Student work

3. Teacher Supports

- Demonstration teaching
- Instructional strategy modeling
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers

4. Curriculum Strategies

- Curriculum alignment/mapping
- Curriculum development
- Assessment development
- Differentiated instruction
- Technology in the classroom

5. Other:

High Quality Components – This activity will:

- Be an integral part of school board, district-wide and school-wide educational improvement plans.
- Include teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Increase teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically-based research.
- Increase teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Provide for professional learning communities that focus on student achievement.
- Include the use of data and assessments to inform classroom practice.
- Provide technology training to improve teaching and learning.
- Increase teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted/talented students, students with Limited English Proficiency and at-risk students.
- Improve teachers' classroom-management skills.
- Help all school personnel work effectively with students and their parents.
- Evaluate designs and strategies for impact on teacher effectiveness to increase academic achievement and improve the quality of future professional development.
- Develop with extensive participation of teachers, principals, parents, and administrators.
- Evaluate regularly to improve the quality of future professional development.
- Sustained, intensive, and classroom focused; they are not one-day or short term workshops.

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

Building Staff Development Opportunity #4: Monday; January 27, 2014; 2 hours

Detailed summary of staff development activities planned: *Words Their Way Training*

Site Improvement Objective(s)/Student Achievement Goal(s) these activities support: 1 2 3

Check all designs/structures that apply to this day's activities:

1. Primary Focus of Learning Team

- Assessment (formative and/or summative)
- Classroom Management
- Instructional strategies
- Subject area or program content
- Does not apply

2. Student Data Examined for Decisions

- State assessment data
- District/school selected assessment data
- Classroom assessment data
- Student work

3. Teacher Supports

- Demonstration teaching
- Instructional strategy modeling
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers

4. Curriculum Strategies

- Curriculum alignment/mapping
- Curriculum development
- Assessment development
- Differentiated instruction
- Technology in the classroom

5. Other:

High Quality Components – This activity will:

- Be an integral part of school board, district-wide and school-wide educational improvement plans.
- Include teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Increase teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically-based research.
- Increase teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Provide for professional learning communities that focus on student achievement.
- Include the use of data and assessments to inform classroom practice.
- Provide technology training to improve teaching and learning.
- Increase teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted/talented students, students with Limited English Proficiency and at-risk students.
- Improve teachers' classroom-management skills.
- Help all school personnel work effectively with students and their parents.
- Evaluate designs and strategies for impact on teacher effectiveness to increase academic achievement and improve the quality of future professional development.
- Develop with extensive participation of teachers, principals, parents, and administrators.
- Evaluate regularly to improve the quality of future professional development.
- Sustained, intensive, and classroom focused; they are not one-day or short term workshops.

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

Building Staff Development Opportunity #5: Weekly PLC Team Meetings (36 hours)

Detailed summary of staff development activities planned: Teachers will work collaboratively to analyze student data, promptly identify student needs, identify and implement research-based strategies, evaluate the impact their teaching has on student learning, and make changes in their practice to better meet the needs of all students. PLC teams will establish essential learnings that all students must learn; create common pacing schedules that clarify when essential learnings will be taught; develop common formative assessments to monitor each student's acquisition of essential learnings; and establish the common standard of proficiency each student must demonstrate in order to be deemed proficient.

Site Improvement Objective(s)/Student Achievement Goal(s) these activities support: 1 2 3

Check all designs/structures that apply to this day's activities:

1. Primary Focus of Learning Team

- Assessment (formative and/or summative)
- Classroom Management
- Instructional strategies
- Subject area or program content
- Does not apply

2. Student Data Examined for Decisions

- State assessment data
- District/school selected assessment data
- Classroom assessment data
- Student work

3. Teacher Supports

- Demonstration teaching
- Instructional strategy modeling
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers

4. Curriculum Strategies

- Curriculum alignment/mapping
- Curriculum development
- Assessment development
- Differentiated instruction
- Technology in the classroom

5. Other:

High Quality Components – This activity will:

- Be an integral part of school board, district-wide and school-wide educational improvement plans.
- Include teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Increase teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically-based research.
- Increase teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Provide for professional learning communities that focus on student achievement.
- Include the use of data and assessments to inform classroom practice.
- Provide technology training to improve teaching and learning.
- Increase teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted/talented students, students with Limited English Proficiency and at-risk students.
- Improve teachers' classroom-management skills.
- Help all school personnel work effectively with students and their parents.
- Evaluate designs and strategies for impact on teacher effectiveness to increase academic achievement and improve the quality of future professional development.
- Develop with extensive participation of teachers, principals, parents, and administrators.
- Evaluate regularly to improve the quality of future professional development.
- Sustained, intensive, and classroom focused; they are not one-day or short term workshops.

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

III. EVALUATION

Describe how you will evaluate the impact these activities have on student learning:

MAP, MCA, DIBELS and BAS assessment results will be used to evaluate the effectiveness of the professional development activities. Our goal is to accelerate the learning of academics and behavioral skills for all students, and we will be tracking their progress to support all students making gains at their individual learning rates.

Describe how you will evaluate the impact these activities have on teacher learning:

Teacher surveys will be used to evaluate the effectiveness of the professional development activities. Student data will also dictate how effective our professional development has been as each strategy should be reflected in daily classroom instruction.

Date Received by DCSDC:

Date Approved by DCSDC:

NORTHFIELD PUBLIC SCHOOLS

2012-2013 Site Progress Report

2013-2014 Continuous Improvement Plan

2013-2014 Building Staff Development Plan

October 23, 2013

NORTHFIELD PUBLIC SCHOOLS

District 659 Mission: Why we exist

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

Submit to the Superintendent by October 23, 2013:

For 2012-2013: Site Progress Report

**For 2013-2014: Site Continuous Improvement Plan
Building Staff Development Plan**

SITE: *Northfield Senior High School*

PLAN YEAR: *2013-2014*

SITE IMPROVEMENT TEAM MEMBERS:

*Lisa Battaglia
Lori Rossmiller
Jaci McKay
Jeanne Hanzlik
Rachel Hoffelt
Kevin Dahle*

*Shari Karlsrud
Kyle Eastman
Joel Leer
Mark Ensrud
Karna Hauck
Ron Zoromski*

**Reviewed by
Staff:**

**Signature
Date**

[Signature]

10/24/13

**Final Approval by
Site Improvement Team:**

**Signature
Date**

Lisa Battaglia

10/24/13

**Final Approval by
Superintendent and
Director of Teaching and
Learning:**

**Signature
Date**

[Signature]

10/24/13

NORTHFIELD PUBLIC SCHOOLS

2012-2013 Site Progress Report for Site Improvement Objective #1

State the Site Improvement Objective: *Northfield High School will have in place a building wide systematic intervention plan that meets the instructional needs of our students at their instructional level.*

This Site Improvement Objective is: **New** **Continuing**

State the Student Achievement Goal: *We will demonstrate increased proficiency for all students in the essential learning of all content areas as measured by passing rates or common assessment selected by Professional Learning Communities.*

Which action plan steps were completed?

All action steps were completed.

Which of these steps were especially powerful?

The most powerful step was the Systematic Interventions Team because out of this team, four new courses were created as interventions for struggling learners (Reading 10, Reading 11, Standards Biology, and Standards Chemistry). A new Student Support Team (SST) form was created as well that simplifies the referral process for teachers in regard to struggling students.

Which of these steps were not completed?

None.

Provide evidence that your objective was achieved or not achieved.

For 2012-2013, the High School's passing rate 9-12 was 93%, 3% higher than our goal.

What implications do this year's results have for next school year?

These results show progress collectively as a high school, however, a move to collect data and report passing rates as a department as well as individually will be more beneficial. Collecting data can be misleading, so if we break data down into departments and individuals, the richness of conversation in PLCs can improve, and instruction for the sake of increasing passing rates can be more precise.

NORTHFIELD PUBLIC SCHOOLS

2012-2013 Site Progress Report for Site Improvement Objective #2

State the Site Improvement Objective: *To improve school climate.*

This Site Improvement Objective is: New Continuing

State the Student Achievement Goal: *We will improve school climate so that:
70% of the student body at NHS will answer yes when asked if they "feel empowered" at
NHS in the spring of 2013.*

*88% of our student body at NHS will answer yes when asked if they "feel safe" at NHS in
the spring of 2013.*

*83% of our student body at NHS will answer yes when asked if "there is a place for them
at NHS" is the spring of 2013.*

Which action plan steps were completed?

All action steps were completed.

Which of these steps were especially powerful?

*The follow up staff survey in January of 2013 was powerful because the staff reduced the
number of students who had 2 connections or fewer down to less than 7 students (under
.04%). The Respect Retreat continues to be important as this provides respect training
for kids. The United Against Bullying days each Wednesday was powerful as every
stakeholder in the building was provided an orange t-shirt to wear on those days for a
visual to all that as a building, bullying will not be tolerated.*

Which of these steps were not completed?

None.

Provide evidence that your objective was achieved or not achieved.

*As indicated from our spring of 2013 student survey, 89% of students feel they are safe
in the High School.*

*As indicated from our spring of 2013 student survey, 72% of students feel they are
empowered at the High School.*

*As indicated from our spring of 2013 student survey, 89% of students indicated there is
a place for them at NHS.*

What implications do this year's results have for next school year?

*Even though the number of students who, identified by staff, had 2 connections or fewer
dropped to .04%, 21% of our **students** believe they had 1 or 0 staff connections, which
signifies a troublingly significant gap. Moving forward, we need to be more intentional
about providing staff with strategies to connect w/ students as well defining more clearly
for both staff and students "connection" means for both staff and students.*

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

VISION: What we hope to become

Building Vision Statement:

Empowering learners; Discovering purpose

COLLECTIVE COMMITMENTS: How we will behave in order to make our shared vision a reality

Building Statement of Collective Commitments:

Engage students in curricular and co-curricular activities that support their passions and encourage the development of independent thought.

Inspire learners to be confident, responsible learners.

Motivate students in a safe environment that inspires them to be contributing members of our society.

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

GOALS: Our overarching objectives and measurable goals, and what steps we will take to reach them

Site Improvement Objective #1

State the Site Improvement Objective: *Northfield High School will have in place a building wide systematic intervention plan that meets the instructional needs of our students at their instructional level.*

This Site Improvement Objective is: New Continuing

This Site Improvement Objective is intended for:

1 year 2 years 3 years

This action plan is for: year 1 year 2 year 3 of the plan

What district strategy does this Site Improvement Objective support?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Quality Education | <input type="checkbox"/> Communications/Partnerships |
| <input type="checkbox"/> Stewardship | <input checked="" type="checkbox"/> Curricular Outcomes |
| <input type="checkbox"/> Climate | <input type="checkbox"/> Diversity |

Evidence of Need ("Our Reality"): What key measurable performance indicators show a need to spend time, energy, and resources on this particular objective?

7% of students at Northfield High School failed a class or more during the 2012-13 school year.

Student Achievement Goal #1: What key measurable performance indicators/performance targets will point to success at year-end review?

- This should be a SMART goal: Strategic and Specific, Measurable, Attainable, Results-oriented, Time-bound.
- To the extent possible, please use this format to write your goal: "We will increase (*indicate specific skills*) of (*indicate subgroups and grade levels of students*) so that (*indicate percent of students*) will demonstrate (*indicate level of performance*) as measured by (*indicate names of assessments*) by (*indicate month and year*)."

We will demonstrate increased proficiency for all students in the essential learning of all content areas with an increase from 93% to 94% as measured by passing rates in each discipline's assessments by June, 2014.

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

Action Plan Details for Site Improvement Objective #1							
Task No.	Tasks to be Completed	Time Lines		Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
		Begin Date	End Date				
1	Academy	9/13	6/14	Academy Teacher	Instructional and Supporting Staff	1/qtr	Failure, Attendance, Reading Fluency Rate
2	Structured Study Centers	9/13	6/14	ALL SSC Teachers	Supervisory Staffing	1/day	Grade Check, D/F List
3	Seminar 10	9/13	6/14	ALL Seminar Teachers	Supervisory and Supporting Staffing	1/week	Grade Check, D/F List
4	Read 180	9/13	6/14	Read 180 Teachers	Supervisory and Supporting Staffing	1/qtr	Fluency, Lexile Scores
5	PBIS	9/13	6/14	PBIS Team	Misc Data Resources	1/month	Developing
6	TORCH	9/13	6/14	Kim Horner, Teddy	Supporting Staff	Ongoing	College Enrollment, First Gen
7	After School Help	9/13	6/14	TORCH Staff, Carleton Students, Vista/Promise, Academy	Support Staffing	Ongoing	End of year Accountability Report
8	SST	9/13	6/14	Guidance, Admin, SRO, Nurse, Social Work, Psych	Time to meet	1/week	Referrals by staff
9	Writing Center	9/13	6/14	M Bauer, Tutors	Tutor Time	Varies	Increase in Writing Skills
10	Cram Jam	1/21/14	1/21/14	LINK, Teachers	Volunteer Time	1/21/14	Final Exam Passing Rates

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

Action Plan Details for Site Improvement Objective #1							
Task No.	Tasks to be Completed	Time Lines		Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
		Begin Date	End Date				
<i>11</i>		<i>9/13</i>	<i>6/14</i>	<i>Leah Sand</i>	<i>Instructional Staffing</i>	<i>1/qtr</i>	<i>MAP tests, Academy data</i>
<i>12</i>	<i>Data given to PLC's and Individual Teacher</i>	<i>11/4</i>	<i>11/4</i>	<i>Duba, Leer, Mahal</i>	<i>Misc Data Resources</i>	<i>11/4</i>	<i>Passing Rates</i>

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

GOALS: Our overarching objectives and measurable goals, and what steps we will take to reach them

Site Improvement Objective #2

State the Site Improvement Objective: *To Improve School Climate.*

This Site Improvement Objective is: New Continuing

This Site Improvement Objective is intended for:

1 year 2 years 3 years

This action plan is for: year 1 year 2 year 3 of the plan

What district strategy does this Site Improvement Objective support?

- | | |
|---|--|
| <input type="checkbox"/> Quality Education | <input type="checkbox"/> Communications/Partnerships |
| <input type="checkbox"/> Stewardship | <input type="checkbox"/> Curricular Outcomes |
| <input checked="" type="checkbox"/> Climate | <input type="checkbox"/> Diversity |

Evidence of Need ("Our Reality"): What key measurable performance indicators show a need to spend time, energy, and resources on this particular objective?

Spring 2013 data indicates that 21% (123) students believe they have fewer than 1 or 0 connections here at the HS. From the same survey, 11% (61) students believe that there is no place in the building they felt they belonged.

Student Achievement Goal #1: What key measurable performance indicators/performance targets will point to success at year-end review?

We will increase student connections so that 81% of students indicate they have 2 or more connections to staff.

We will increase student connections so that 91% of students indicate there is a place where they belong at NHS.

We will improve school climate so that 90% of students indicate they are "very satisfied" or "satisfied" as a student at Northfield High School.

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

Action Plan Details for Site Improvement Objective #2							
Task No.	Tasks to be Completed	Time Lines		Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
		Begin Date	End Date				
1	Fall 9-12 Student Survey	10/13	10/13	Site Council	Time	10/29, 30	Student Data
2	Follow up 9-12 Student Survey	5/14	5/14	Site Council	Time	5/14	Student Data
3	Student Connections Checklist	11/13	5/14	Site Council	Time	5/14	Staff Data
4	PBIS Training for Staff	8/13	6/14	PBIS Leadership Team	Time	Ongoing	Teachers Intervening Consistently
5	PRIDE	9/13	6/14	Jeanne Hanzlik, Shari Karlsrud	Time	Ongoing	Student
6	Respect Retreat	12/13	12/13	LINK, Guidance, Admin	Grant \$, Time	12/13 and on	Respect training for kids
7	Class Meetings	9/13	10/13	Admin	Time	Ongoing	Knowledge of expectations at NHS

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

This form must be completed by each school and approved by the District Curriculum and Staff Development Committee (DCSDC). The information provided in this form will also be used by each school at the end of the school year to complete the annual Building Staff Development Evaluation that is required by the Minnesota Department of Education.

Please complete this form electronically and send it to the Superintendent and the Director of Teaching and Learning by 10/11/13.

School: *Northfield High School*

Submitted by: *Joel Leer – Principal; John Mahal – Administrative Intern; Lisa Battaglia; Site Council Chairperson*

Date: *10/23/13*

Total number of licensed instructional staff: *79*

Total number of licensed non-instructional staff: *0*

Total number of paraprofessional staff: *26*

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

I. SITE IMPROVEMENT OBJECTIVES AND STUDENT ACHIEVEMENT GOALS

Site Improvement Objective #1: *Northfield High School will have in place a building wide systematic intervention plan that meets the instructional needs of our students at their instructional level.*

Student Achievement Goal #1: *We will demonstrate increased proficiency for all students in the essential learning of all content areas as measured by passing rates on common assessments selected by Professional Learning Communities.*

Indicate the focus of the Site Improvement Objective and Student Achievement Goal:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Social Studies | <input checked="" type="checkbox"/> Career/Technical Education |
| <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Health/PE | <input type="checkbox"/> Climate |
| <input checked="" type="checkbox"/> Math | <input checked="" type="checkbox"/> Art/Music | |
| <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> World Languages | |

Board of Education Goal(s) aligned with above objective and goal:

- 1. 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.
- 2. 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.
- 3. 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 2013-2014.
- 4. The District will implement standards-based grading strategies and procedures at the elementary level and continue studying standards-based grading at the secondary level in 2013-14.
- 5. 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.
- 6. The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility, and self-regulation.
- 7. The District will foster school connectedness among students, families and staff, promoting mutual respect and enhancing emotional health.
- Not applicable

District Staff Development Goal(s) aligned with above objective and goal:

- 1. Support and guide the implementation of the district's curriculum frameworks for each content area.
- 2. Support and guide the implementation of the concepts and practices essential to

NORTHFIELD PUBLIC SCHOOLS

Professional Learning Communities (PLCs).

Not applicable

Building Staff Development Plan: 2013-2014

I. SITE IMPROVEMENT OBJECTIVES AND STUDENT ACHIEVEMENT GOALS *(continued)*

Site Improvement Objective #2: *To improve school climate.*

Student Achievement Goal #2:

We will increase student connections so that 81% of students indicate they have 2 or more connections to staff.

We will increase student connections so that 91% of students indicate there is a place where they belong at NHS.

We will improve school climate so that 90% of students indicate they are "very satisfied" or "satisfied" as a student at Northfield High School.

Indicate the focus of the Site Improvement Objective and Student Achievement Goal:

- | | | |
|----------------------------------|--|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Health/PE | <input checked="" type="checkbox"/> Climate |
| <input type="checkbox"/> Math | <input type="checkbox"/> Art/Music | |
| <input type="checkbox"/> Science | <input type="checkbox"/> World Languages | |

Board of Education Goal(s) aligned with above objective and goal:

- 1. 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.
- 2. 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.
- 3. 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 2013-2014.
- 4. The District will implement standards-based grading strategies and procedures at the elementary level and continue studying standards-based grading at the secondary level in 2013-14.
- 5. 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.
- 6. The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility, and self-regulation.
- 7. The District will foster school connectedness among students, families and staff, promoting mutual respect and enhancing emotional health.

NORTHFIELD PUBLIC SCHOOLS

content area.

- 2. Support and guide the implementation of the concepts and practices essential to Professional Learning Communities (PLCs).
- Not applicable

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES

Building Staff Development Opportunity #1: Monday, August 26, 2013; 2 hours:

Detailed summary of staff development activities planned: *Staff meetings to introduce new people, share changes to our NHS community and expectations for our staff. John Mahal will present a brief update on the new staff handbook that will be available in the fall. We will have discussions from support staff, SST, and PBIS. We will then rotate to have a discussion about bullying/harassment, viewpoint information, and changes in HS graduation requirements. Finally we will have a presentation on the various "faces of Northfield" for staff to see how each child has a story at NHS.*

Site Improvement Objective(s)/Student Achievement Goal(s) these activities support: 1 2 3

Check all designs/structures that apply to this day's activities:

1. Primary Focus of Learning Team

- Assessment (formative and/or summative)
- Classroom Management
- Instructional strategies
- Subject area or program content
- Does not apply

2. Student Data Examined for Decisions

- State assessment data
- District/school selected assessment data
- Classroom assessment data
- Student work

3. Teacher Supports

- Demonstration teaching
- Instructional strategy modeling
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers

4. Curriculum Strategies

- Curriculum alignment/mapping
- Curriculum development
- Assessment development
- Differentiated instruction
- Technology in the classroom

5. Other:

High Quality Components – This activity will:

- Be an integral part of school board, district-wide and school-wide educational improvement plans.
- Include teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Increase teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically-based research.
- Increase teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Provide for professional learning communities that focus on student achievement.
- Include the use of data and assessments to inform classroom practice.
- Provide technology training to improve teaching and learning.
- Increase teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted/talented students, students with Limited English Proficiency and at-risk students.
- Improve teachers' classroom-management skills.
- Help all school personnel work effectively with students and their parents.
- Evaluate designs and strategies for impact on teacher effectiveness to increase academic achievement and improve the quality of future professional development.
- Develop with extensive participation of teachers, principals, parents, and administrators.
- Evaluate regularly to improve the quality of future professional development.
- Sustained, intensive, and classroom focused; they are not one-day or short term workshops.

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

Building Staff Development Opportunity #2: Tuesday, August 27, 2013; 7 hours:

Detailed summary of staff development activities planned: We will have a staff conversation about learners vs. students and what the difference is. This way we can as a staff work smarter, not harder. After this, we will have choice breakout sessions for staff to choose from: Skyward Quizzes, Pinterest, iPad Regulations, and Notability. Staff will have to pick two sessions to attend before we come back as a large group to attend Schoology training. The Schoology training will be broken up into three levels - basic, medium, or advanced so teachers can choose to their comfort level. After Schoology, staff will go into department meetings. The afternoon will be time for PLC's to meet and determine their SMART goals for the year.

Site Improvement Objective(s)/Student Achievement Goal(s) these activities support: 1 2 3

Check all designs/structures that apply to this day's activities:

1. Primary Focus of Learning Team

- Assessment (formative and/or summative)
- Classroom Management
- Instructional strategies
- Subject area or program content
- Does not apply

2. Student Data Examined for Decisions

- State assessment data
- District/school selected assessment data
- Classroom assessment data
- Student work

3. Teacher Supports

- Demonstration teaching
- Instructional strategy modeling
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- Observation by peer observers

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- Curriculum alignment/mapping
- Curriculum development
- Assessment development
- Differentiated instruction
- Technology in the classroom

5. Other:

High Quality Components – This activity will:

- Be an integral part of school board, district-wide and school-wide educational improvement plans.
- Include teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
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- Increase teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Provide for professional learning communities that focus on student achievement.
- Include the use of data and assessments to inform classroom practice.
- Provide technology training to improve teaching and learning.
- Increase teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted/talented students, students with Limited English Proficiency and at-risk students.
- Improve teachers' classroom-management skills.
- Help all school personnel work effectively with students and their parents.
- Evaluate designs and strategies for impact on teacher effectiveness to increase academic achievement and improve the quality of future professional development.
- Develop with extensive participation of teachers, principals, parents, and administrators.
- Evaluate regularly to improve the quality of future professional development.
- Sustained, intensive, and classroom focused; they are not one-day or short term workshops.

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

Building Staff Development Opportunity #3: Wednesday; November 27, 2013; 5 hours

Detailed summary of staff development activities planned: Teachers will complete an activity to indicate the students with whom they feel they have a connection. We will then go through two hour training from Northfield Police Department regarding "Intruder Safety". We will transition into meetings on standards based grading, PBIS, as well as department meetings. Our afternoon will be spent with a variety of technology sessions led by our staff for our staff.

Site Improvement Objective(s)/Student Achievement Goal(s) these activities support: 1 2 3

Check all designs/structures that apply to this day's activities:

Check all designs/structures that apply to this day's activities:

1. Primary Focus of Learning Team

- Assessment (formative and/or summative)
- Classroom Management
- Instructional strategies
- Subject area or program content
- Does not apply

2. Student Data Examined for Decisions

- State assessment data
- District/school selected assessment data
- Classroom assessment data
- Student work

3. Teacher Supports

- Demonstration teaching
- Instructional strategy modeling
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers

4. Curriculum Strategies

- Curriculum alignment/mapping
- Curriculum development
- Assessment development
- Differentiated instruction
- Technology in the classroom

5. Other:

High Quality Components – This activity will:

- Be an integral part of school board, district-wide and school-wide educational improvement plans.
- Include teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Increase teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically-based research.
- Increase teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Provide for professional learning communities that focus on student achievement.
- Include the use of data and assessments to inform classroom practice.
- Provide technology training to improve teaching and learning.
- Increase teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted/talented students, students with Limited English Proficiency and at-risk students.
- Improve teachers' classroom-management skills.
- Help all school personnel work effectively with students and their parents.
- Evaluate designs and strategies for impact on teacher effectiveness to increase academic achievement and improve the quality of future professional development.
- Develop with extensive participation of teachers, principals, parents, and administrators.
- Evaluate regularly to improve the quality of future professional development.
- Sustained, intensive, and classroom focused; they are not one-day or short term workshops.

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

Building Staff Development Opportunity #4: Monday; January 27, 2014; 2 hours

Detailed summary of staff development activities planned: *Staff will participate in wellness activities.*

Site Improvement Objective(s)/Student Achievement Goal(s) these activities support: 1 2 3

Check all designs/structures that apply to this day's activities:

1. Primary Focus of Learning Team

- Assessment (formative and/or summative)
- Classroom Management
- Instructional strategies
- Subject area or program content
- Does not apply

2. Student Data Examined for Decisions

- State assessment data
- District/school selected assessment data
- Classroom assessment data
- Student work

3. Teacher Supports

- Demonstration teaching
- Instructional strategy modeling
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers

4. Curriculum Strategies

- Curriculum alignment/mapping
- Curriculum development
- Assessment development
- Differentiated instruction
- Technology in the classroom

5. Other:

High Quality Components – This activity will:

- Be an integral part of school board, district-wide and school-wide educational improvement plans.
- Include teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Increase teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically-based research.
- Increase teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Provide for professional learning communities that focus on student achievement.
- Include the use of data and assessments to inform classroom practice.
- Provide technology training to improve teaching and learning.
- Increase teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted/talented students, students with Limited English Proficiency and at-risk students.
- Improve teachers' classroom-management skills.
- Help all school personnel work effectively with students and their parents.
- Evaluate designs and strategies for impact on teacher effectiveness to increase academic achievement and improve the quality of future professional development.
- Develop with extensive participation of teachers, principals, parents, and administrators.
- Evaluate regularly to improve the quality of future professional development.
- Sustained, intensive, and classroom focused; they are not one-day or short term workshops.

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

Building Staff Development Opportunity #5: Weekly PLC Team Meetings (36 hours)

Detailed summary of staff development activities planned: *Teachers will work collaboratively to analyze student data, promptly identify student needs, identify and implement research-based strategies, evaluate the impact their teaching has on student learning, and make changes in their practice to better meet the needs of all students. PLC teams will establish essential learnings that all students must learn; create common pacing schedules that clarify when essential learnings will be taught; develop common formative assessments to monitor each student's acquisition of essential learnings; and establish the common standard of proficiency each student must demonstrate in order to be deemed proficient.*

Site Improvement Objective(s)/Student Achievement Goal(s) these activities support: 1 2 3

Check all designs/structures that apply to this day's activities:

1. Primary Focus of Learning Team

- Assessment (formative and/or summative)
- Classroom Management
- Instructional strategies
- Subject area or program content
- Does not apply

2. Student Data Examined for Decisions

- State assessment data
- District/school selected assessment data
- Classroom assessment data
- Student work

3. Teacher Supports

- Demonstration teaching
- Instructional strategy modeling
- Content/instructional coaching
- Coaching for continuing contract teachers
- Mentoring for probationary teachers
- Observation by peer observers

4. Curriculum Strategies

- Curriculum alignment/mapping
- Curriculum development
- Assessment development
- Differentiated instruction
- Technology in the classroom

5. Other:

High Quality Components – This activity will:

- Be an integral part of school board, district-wide and school-wide educational improvement plans.
- Include teachers, principals, parents and administrators in planning sustainable classroom focused activities that were not one-day or short-term workshops.
- Increase teachers' knowledge of academic subjects and understanding of effective instructional strategies using scientifically-based research.
- Increase teachers' and principals' knowledge and skills in providing appropriate curriculum, instruction and assessment to help students meet and exceed state academic standards.
- Provide for professional learning communities that focus on student achievement.
- Include the use of data and assessments to inform classroom practice.
- Provide technology training to improve teaching and learning.
- Increase teachers' ability to effectively instruct all students including culturally diverse learners, learners with special needs, gifted/talented students, students with Limited English Proficiency and at-risk students.
- Improve teachers' classroom-management skills.
- Help all school personnel work effectively with students and their parents.
- Evaluate designs and strategies for impact on teacher effectiveness to increase academic achievement and improve the quality of future professional development.
- Develop with extensive participation of teachers, principals, parents, and administrators.
- Evaluate regularly to improve the quality of future professional development.
- Sustained, intensive, and classroom focused; they are not one-day or short term workshops.

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

III. EVALUATION

Describe how you will evaluate the impact these activities have on student learning:

With the activities the NHS staff will participate in this year, students will continue to flourish in classrooms as staff will continue to improve in their craft in providing the best instruction to students on a daily basis. By staff better understanding the whole child and how we can work smarter on the front side of instruction, students should feel that impact on the interactions and conversations staff has with students to pull out the best from our students. Evaluation will also be done by comparing MCA, MAP, and passing rates throughout the year.

Describe how you will evaluate the impact these activities have on teacher learning:

Teacher learning will shift a bit in their department as well as individually as staff will be provided with student passing rates so teachers can look at fresh data to compare to how they believe they are teaching. This will spark conversation within PLC's and with colleagues in order to continue to improve best practices so that student passing rates as well as overall achievement continue to rise. As above, comparing MCA, MAP, and passing rates will be evaluated as well.

Date Received by DCSDC:

Date Approved by DCSDC:



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Board of Education
Independent School District No. 659
Northfield, Minnesota

This Executive Audit Summary and Management Report presents information which we believe is important to you as members of the school board. We encourage you to review the sections of this report, the audited financial statements and the auditors' reports.

We would be pleased to furnish additional information with respect to these suggestions and discuss this memorandum with you at your convenience. We wish to express our appreciation to the District for the courtesies, cooperation and assistance extended to us during the course of our work.

CliftonLarsonAllen LLP

Craig Popenhagen, CPA
Principal

**NORTHFIELD PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 659**

EXECUTIVE AUDIT SUMMARY (EAS)

JUNE 30, 2013

**NORTHFIELD SCHOOLS
INDEPENDENT SCHOOL DISTRICT
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JUNE 30, 2013**

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**EXECUTIVE AUDIT SUMMARY (EAS) FOR
INDEPENDENT SCHOOL DISTRICT NO. 659
YEAR ENDED JUNE 30, 2013**

We prepared this Executive Audit Summary and Management Report in conjunction with our audit of the District's financial records for the year ended June 30, 2013.

Audit Opinion

The financial statements are fairly stated. We issued what is known as a "clean" audit report.

Internal Control Over Financial Reporting

No findings in internal controls were noted.

Yellow Book Compliance Findings

No compliance issues were noted in our review of laws, regulations, contracts and grants that could have significant financial implications to the District.

Single Audit

Two findings were noted relating to compliance and internal control over compliance, based on our review of Child Nutrition Cluster and Title I, Part A.

Minnesota Legal Compliance

There was one Minnesota Legal Compliance finding related to timely payments of bills.

Student Activity Funds

The student activity financial statements are prepared on the regulatory basis prescribed or permitted by the Minnesota Department of Education, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. The financial statements are fairly stated, except for such adjustments, if any, as might have been determined necessary had the cash collections been susceptible to satisfactory audit tests. This is what is known as a unmodified opinion and is expected for audits of student activity funds

There was one compliance finding noted for student activity funds. The compliance finding relate to timely payments of bills.



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FORMAL REQUIRED COMMUNICATIONS

Board of Education
Independent School District No. 659
Northfield, Minnesota

We have audited the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Independent School District No. 659 (the District) as of and for the year ended June 30, 2013, and have issued our report thereon dated November 11, 2013. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, and OMB Circular A-133, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Accounting Policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements.

For the year ended June 30, 2013, the financial statements include the impact of adoption of Governmental Accounting Standards Board Statement (GASBS) numbers 62 and 63.

GASBS 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*, supersedes GASBS 20. GASBS 20 gave governments the choice to elect to follow only the authoritative literature of the Governmental Accounting Standards Board (GASB) or to follow Financial Accounting Standards Board (FASB) and American Institute of Certified Public Accountants (AICPA) pronouncements that did not conflict with GASB pronouncements. Upon adoption of GASBS 62, all governmental accounting guidance is codified into the GASB literature.

GASBS 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*, provides guidance on reporting deferred outflows and inflows of resources. It also renames the residual of all other amounts presented in the statement of financial position from "net assets" to "net position." The financial statements include the statement of net position, which reports all assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position. Adoption of future GASB standards will include reporting of some items previously reported as assets and liabilities as deferred outflows and inflows of resources.

Significant Audit Findings (Continued)

Qualitative Aspects of Accounting Practices (Continued)

We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate(s) affecting the financial statements was (were):

- Due from Minnesota Department of Education
- Due from Federal through the Minnesota Department of Education
- Estimated useful lives of depreciable capital assets
- Estimated severance benefits payable
- Other postemployment benefits payable

Management's estimate of the due from Minnesota Department of Education is based on amounts anticipated to be received from the state for various aid entitlements for fiscal 2012-13. The most significant of these is the aid portion of general education revenue. General education revenue and certain other revenues are computed by applying an allowance per student to the number of students served by the District. Student attendance is accumulated in a statewide database – MARSS. Because of the complexity of student accounting and because of certain enrollment options, student information is input by other school districts and the MARSS data for fiscal year 2013 is not finalized until well into the next fiscal year. Management expects any differences between estimated and actual data will be insignificant.

Management's estimate of due from Federal through the Minnesota Department of Education is based on amounts anticipated to be received through the state for various federal aid entitlements for fiscal 2012-13. Many federal entitlements require that supporting financial reporting information be provided both in the UFARS accounting system and also the SERVS reporting system. To the extent that these two separate systems are not in agreement and reported in a timely manner, the estimated aid entitlement may be adversely affected. Management expects any differences between estimated and actual data will be insignificant.

Management's estimate of useful lives for depreciable assets is based on guidance recommended by the Minnesota Department of Education and other sources. The useful life of a depreciable asset determines the amount of depreciation that will be recorded in any given reporting period as well as the amount of accumulated depreciation that is reported at the end of a reporting period.

Management's estimate of Severance Payable is based on assumptions made by the District as required by GASB 16 and the results of an actuarial study. A liability has been recorded in long-term debt for accumulated sick leave convertible to early retirement pay for which it is probable the employees will be compensated. The "vesting method" used by the District to calculate this liability is based on assumptions involving the probability of employees becoming eligible to receive the benefits (vesting), and the potential use of accumulated sick leave prior to termination.

Management's estimate of other postemployment benefits payable is based on an actuarially determined calculation, less actual payments incurred on behalf of retirees and an actuarially determined estimate of implicit rate subsidy, which is the estimated increased cost of premiums due to inclusion of retirees in the same plan as the District's active employees.

We reviewed and tested management's procedures and underlying supporting documentation in the areas discussed above and evaluated the key factors and assumptions used to develop the estimates noted above in determining that they are reasonable in relation to the financial statements taken as a whole. We concluded that the accounting estimates and management judgments appeared to consider all significant factors and resulted in appropriate accounting recognition.

Financial Statement Disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has determined that the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. The following summarizes uncorrected misstatements of the financial statements. The errors relate to the health and dental insurance plan years being two months different from the District's fiscal year.

- The health insurance accrual was overstated at July 1, 2012 by approximately \$158,000, which resulted in an understatement of net position at July 1, 2012.
- The dental and health self-insurance receivable was overstated at July 1, 2012 by approximately \$857,000, which resulted in an overstatement of net position at July 1, 2012.
- The dental and health self-insurance payable was overstated at July 1, 2012 by approximately \$892,000, which resulted in an understatement of net position at July 1, 2012.

None of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated November 11, 2013

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” on certain situations. If a consultation involves application of an accounting principle to the District’s financial statements or a determination of the type of auditors’ opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant Issues Discussed with Management Prior to Engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the District’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Other Information in Documents Containing Audited Financial Statements

With respect to the required supplementary information (RSI) accompanying the financial statements, we made certain inquiries of management about the methods of preparing the RSI, including whether the RSI has been measured and presented in accordance with prescribed guidelines, whether the methods of measurement and preparation have been changed from the prior period and the reasons for any such changes, and whether there were any significant assumptions or interpretations underlying the measurement or presentation of the RSI. We compared the RSI for consistency with management’s responses to the foregoing inquiries, the basic financial statements, and other knowledge obtained during the audit of the basic financial statements. Because these limited procedures do not provide sufficient evidence, we did not express an opinion or provide any assurance on the RSI.

With respect to the Schedule of Expenditures of Federal Awards (SEFA) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the SEFA to determine that the SEFA complies with the requirements of U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, the method of preparing it has not changed from the prior period or the reasons for such changes, and the SEFA is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the SEFA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated November 11, 2013.

With respect to the Statement of Revenues, Expenditures, and Changes in Fund Balance –Budget to Actual – Debt Service Fund, the Schedule of Changes in Fund Equities, the Uniform Financial Reporting and Accounting Standards Compliance Table (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated November 11, 2013.

Our auditors’ opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document.

Board of Education
Independent School District No. 659

This communication is intended solely for the information and use of the Board of Education and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Austin, Minnesota
November 11, 2013



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Board of Education
Independent School District No. 659
Northfield, Minnesota

In planning and performing our audit of the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Independent School District No. 659 as of and for the year ended June 30, 2013, in accordance with auditing standards generally accepted in the United States of America, we considered Independent School District No. 659's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. In addition, because of inherent limitations in internal control, including the possibility of management override of controls, misstatements due to error or fraud may occur and not be detected by such controls. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this communication is solely to describe the scope of our testing of internal control over financial reporting and the results of that testing. This communication is an integral part of an audit performed in accordance with Government Auditing Standards in considering the District's internal control over financial reporting. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Austin, Minnesota
November 11, 2013



CliftonLarsonAllen

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Board of Education
Independent School District No.659
Northfield, Minnesota

In planning and performing our audit of the financial statement of the student activity funds of Independent School District No.659 as of and for the year ended June 30, 2013, in accordance with auditing standards generally accepted in the United States of America, we considered the entity's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we do not express an opinion on the effectiveness of the entity's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. In addition, because of inherent limitations in internal control, including the possibility of management override of controls, misstatements due to fraud or error may occur and not be detected by such controls. However, as discussed below, we identified a certain deficiency in internal control that we consider to be a material weakness.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Material Weaknesses

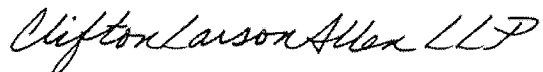
The material weakness related to student activity receipts that is included in the attached Schedule of Findings and Responses was identified and communicated in a prior period; remedial action has not yet been taken.

Management's Response

Independent School District No.659's written response to the material weakness identified in our audit was not subjected to the audit procedures applied in the audit of the financial statement and, accordingly, we express no opinion on it.

Board of Education
Independent School District No. 659

This communication is intended solely for the information and use of management, the Board of Education, others within the entity, and the Minnesota Department of Education, and is not intended to be, and should not be, used by anyone other than these specified parties.



CliftonLarsonAllen LLP

Austin, Minnesota
November 11, 2013

Schedule of Findings and Responses:

Condition: The District has not established accounting procedures to provide assurance that all cash collections are recorded in the accounting records. The District records student activity revenues on the cash basis and does not have an accounting system and internal controls in place to ensure student activity revenues and receipts have been properly recorded. The potential exists that a material misstatement could occur in the financial statements and not be prevented or detected by the District's internal controls. The accounting system and internal controls could be improved by (a) use of pre-numbered receipts with reconciliation of the numerical sequence, (b) reconciliation of merchandise purchased to items sold and items remaining at the end of the fundraiser, and (c) calculation of expected sales compared to cash receipts or various other procedures determined by management.

CORRECTIVE ACTION PLAN (CAP):

Explanation of Disagreement With Audit Findings

There is no disagreement with the audit finding.

Actions Planned in Response to Finding

The District is conscious of the lack of accounting procedures involved with student activity receipts. In consideration of the guiding principles under which the student activity fund was established, the District provides opportunities for substantial student involvement in the selection, direction, and management of fundraisers. This student involvement, although of immeasurable value to those students, is an inherent internal control weakness. Implementation of further internal controls may provide limited improvement in internal controls, but may also reduce the relative value of the student experience. At this time, the District does not intend to implement further internal controls in this area.

Official Responsible for Ensuring CAP

Val Mertesdorf, Director of Finance, is the official responsible for ensuring corrective action of the deficiency.

Planned Completion Date for CAP

December 31, 2013

Plan to Monitor Completion of CAP

Superintendent and the board of education will be monitoring this corrective action plan.

APPENDIX A

FINANCIAL TRENDS OF YOUR DISTRICT

The following graphs reflect financial trends of Independent School District No. 659. Information related to fund balances were obtained from current and prior year audit reports.

ISD NO. 659 NORTHFIELD

June 30, 2013

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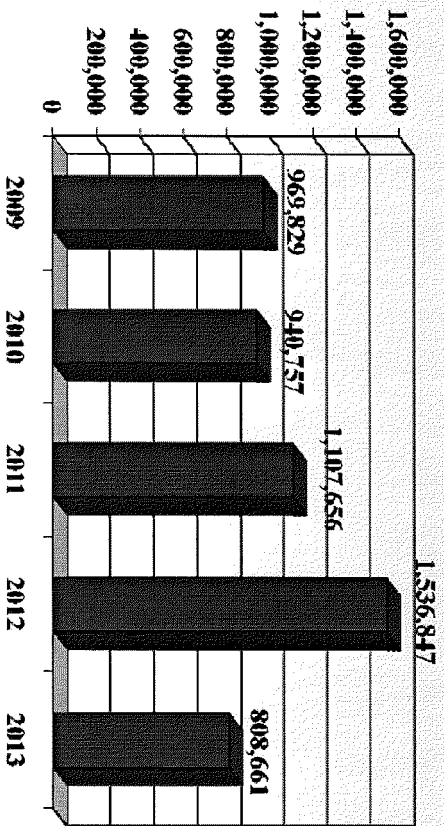
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	Nonspendable		Capital Related Restriction			Total	General Fund Total
	Assigned & Unassigned	Non-Capital Restrictions	Operating Capital	Health & Safety	Deferred Maintenance		
Revenues	\$ 37,040,447	\$ 2,720,795	\$ 714,272	\$ 366,443	\$ 227,320	\$ 1,308,035	\$ 41,069,277
Expenditures and							
Operating Transfers	36,292,098	2,720,795	1,442,458	291,611	262,035	1,996,104	\$ 41,008,997
Excess (Deficit) Revenues Over Expenditures	748,349	-	(728,186)	74,832	(34,715)	(688,069)	60,280
Fund Balance June 30, 2012	12,888,760	-	1,536,847	(121,952)	158,987	1,573,882	\$ 14,462,642
Fund Balance June 30, 2013	\$ 13,637,109	\$ -	\$ 808,661	\$ (47,120)	\$ 124,272	\$ 885,813	\$ 14,522,922

2

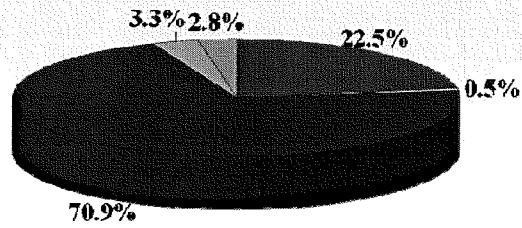
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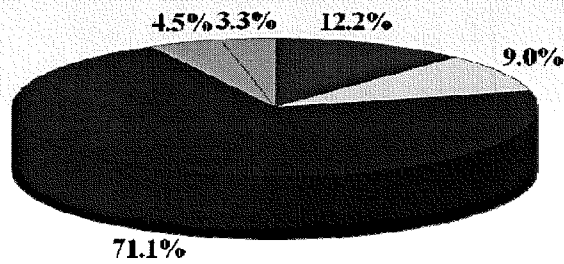


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■ Local Property Taxes □ Property Tax Shift ■ State Sources
 ■ Federal Sources ■ Other



■ Local Property Taxes □ Property Tax Shift ■ State Sources
 ■ Federal Sources ■ Other

APPENDIX B

TECHNICAL UPDATES

GASB Statement No. 63 – Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position

This statement was effective for the fiscal year ended June 30, 2013, and provided financial reporting guidance for deferred outflows of resources and deferred inflows of resources; which are defined as the consumption or acquisition of net position, respectively, applicable to a future reporting period. The statement amended certain reporting requirements in GASB Statement No. 34 and related pronouncements, providing a format for a new Statement of Net Position, which will report, once GASB Statement No. 65 is effective, deferred outflows of resources and deferred inflows of resources separately from assets and liabilities. It also renamed the residual of assets, deferred outflows of resources, liabilities, and deferred inflows of resources as net position, rather than net assets.

GASB Statement No. 65 – Items Previously Reported as Assets and Liabilities

This statement is a companion to GASB Statement No. 63 and will be effective for the school district's fiscal year ended June 30, 2014. Upon adoption of GASB 65, certain items previously reported as assets will be reported as deferred outflows, and certain items previously reported as liabilities will be reported as deferred inflows. One common liability —property taxes levied for subsequent year (deferred revenue) — demonstrates the significance of the changes in how financial statements will appear.

Minnesota school districts levy property taxes and have a tax calendar that looks like this:

- January 1 — Tax levy occurs and lien attaches
- May 1 — First half of annual taxes collected
- July 1 — New fiscal year begins
- October 1 — Second half of annual taxes collected

Currently, school districts would report a property tax receivable, and a comparable deferred revenue liability (property taxes levied for subsequent year), for the portion of the property tax levied but not yet collected as of June 30. Under GASB 65, the deferred revenue amount will be presented as a deferred inflow rather than a liability.

This statement also provides other financial reporting guidance related to the impact of the financial statement elements deferred outflows of resources and deferred inflows of resources, such as changes in the determination of the major fund calculations and limiting the use of the term *deferred* in financial statement presentations.

GASB Statement No. 67 – Financial Reporting for Pension Plans – An Amendment of GASB Statement No. 25

The primary objective of this statement is to improve financial reporting by state and local governmental pension plans. In Minnesota this will be applicable to statewide pension plans such as PERA and TRA for the fiscal year ended June 30, 2014. GASB Statement No. 67 replaces the requirements of GASB Statements Nos. 25 and 50 for pension plans that are administered through trusts or equivalent arrangements that meet the following criteria: contributions from employers and nonemployer contributing entities to the pension plan and earnings on those contributions are irrevocable; pension plan assets are dedicated to providing pensions to plan members in accordance with the benefit terms; and pension plan assets are legally protected from the creditors of employers, nonemployer contributing entities, and the pension plan administrator. If the plan is a defined benefit pension plan, plan assets also are legally protected from creditors of the plan members. The requirements of GASB Statements No. 25 and No. 50 remain applicable to pension plans that are not administered through trusts covered by the scope of this statement. All retiree health care benefits and OPEB benefits are not subject to the GASB's new pension standards. Instead, they are subject to the GASB's current OPEB standards provided in Statements 43 and 45, although the OPEB standards are also currently under review by GASB.

GASB Statement No. 68 – Accounting and Financial Reporting for Pensions – An Amendment of GASB Statement No. 27

The primary objective of this statement is to improve accounting and financial reporting by state and local governments for pensions. This statement is effective for school district financial statements for the fiscal year ending June 30, 2015, although earlier application is encouraged. This statement replaces the requirements of GASB Statements Nos. 27 and 50, as they relate to pensions that are provided through pension plans administered as trusts or equivalent arrangements that meet certain criteria (as described above for GASB Statement No. 67). This statement establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferred inflows of resources, and expense/expenditures. In addition, this statement details the recognition and disclosure requirements for employers with liabilities (payables) to a defined benefit pension plan and for employers whose employees are provided with defined contribution pensions. This statement also addresses circumstances in which a nonemployer entity has a legal requirement to make contributions directly to a pension plan.

Included in this statement are major changes in how employers that participate in cost-sharing pension plans, such as TRA and PERA, account for pension benefit expenses and liabilities. In financial statements prepared using the economic resources measurement focus and accrual basis of accounting (government-wide and proprietary funds), a cost-sharing employer that does not have a special funding situation is required to recognize a liability for its proportionate share of the net pension liability of all employers with benefits provided through the pension plan. A cost-sharing employer is required to recognize pension expense and report deferred outflows of resources and deferred inflows of resources related to pensions for its proportionate share of collective pension expense and collective deferred outflows of resources and deferred inflows of resources related to pensions. In addition, the effects of (1) a change in the employer's proportion of the collective net pension liability and (2) differences during the measurement period between the employer's contributions and its proportionate share of the total of contributions from employers included in the collective net pension liability are required to be determined. These effects are required to be recognized in the employer's pension expense in a systematic and rational manner over a closed period equal to the average of the expected remaining service lives of all active and inactive employees that are provided with pensions through the pension plan.

GASB Statement No. 68 – Accounting and Financial Reporting for Pensions – An Amendment of GASB Statement No. 27 (Continued)

When GASB Statement No. 68 is implemented, pension costs will be much more prominent in school district financial statements – each employer’s share of the TRA or PERA unfunded liability will have to be shown on the face of the government-wide financial statements. Previously school districts showed the annual contributions they paid to the pension systems to pay down that unfunded liability. Both TRA and PERA will regularly report actuarial valuation results for each school district. The unfunded portion of the school district’s pension obligation will be reported to the school district so that it can show it as a liability in its financial statements and that amount may be substantial for many. School districts currently have no comparable reporting requirements in statements, footnotes or schedules. Instead, they report their annual contributions to the pension systems.

APPENDIX C

This year's Omnibus Education Finance and Policy bill included \$485 million in new spending over the next biennium (FY14-15), including annual increases in the basic general education formula, statewide all day, every day kindergarten, early learning scholarships, and special education funding reform.

Pupil Accounting Changes Effective FY 2014

Length of School Year

A school district is required to have at least 165 days of instruction for grades 1 through 12 in each school year unless the Commissioner has approved a four-day week schedule.

Extended Time Revenue for Grade Level Acceleration

The ability of school districts and charter schools to generate extended time revenue for programs designed to accelerate grade level advancement so that students graduate before their peers was eliminated.

Pupil Accounting Changes Effective FY 2015

Pupil unit weights were simplified with the changes as follows:

- Pre-kindergarten Disabled: from 1.25 to 1.0
- Part-time Kindergarten: from .612 to .55
- All-Day Kindergarten: from .612 to 1.0
- Grades 1-3: from 1.115 to 1.0
- Grades 4-6: from 1.06 to 1.0
- Grades 7-12: from 1.3 to 1.2

Marginal Cost Pupil Units

Eliminates "marginal cost" calculations from the definition of pupil units. Beginning in FY 2015, establishes a new component of general education revenue, "declining enrollment revenue," to replace funding previously provided to districts with declining enrollment through marginal cost pupil units. Sets declining enrollment revenue equal to the decline in adjusted pupil units between the prior year and the current year times 28 percent of the formula allowance.

All Day Kindergarten

To qualify for the higher 1.0 kindergarten weight, a pupil must be enrolled in a free all-day program that is available free to all kindergarten students at the pupil's school, and the annual school calendar for the kindergarten program must have at least 850 hours of instruction.

For purposes of calculating extended time revenue, an all-day kindergarten pupil must first receive at least 850 hours of instruction during the year before generating extended time pupil units.

Early Admission to Kindergarten

Requires that board-adopted policies for early admission be based on a comprehensive evaluation to determine the child's ability to meet kindergarten expectations and progress to first grade in the subsequent year. Requires a school board that has adopted a policy to allow a child under the age of five to enroll in kindergarten to establish a comprehensive evaluation to be used to determine the kindergarten pupil's cognitive, social, and emotional development. Requires parents and the commissioner to have access to the board's early kindergarten admission policy.

Pension Adjustment Effective FY 2015

The aid reduction for the 1997 change in employer contribution rate for Teachers Retirement Association (TRA) and other pension rate changes was eliminated. Districts with a below average reduction for pension adjustment will be provided pension adjustment revenue to guarantee state average gain from elimination of pension adjustment. The basic formula will be adjusted to neutralize the overall statewide impact.

General Education Formula Allowance

For FY 2014 the formula allowance was increased by \$78 from \$5,224 to \$5,302 (1.5%). The old pupil unit and formula structure remain in effect.

For FY 2015 the formula allowance increases to \$5,806 (1.5% after adjusting for new pupil weights and the elimination of the aid subtraction for pension rate changes). The formula allowance was determined by: 1) Calculating the state total general education revenue for FY 2015 with an \$80 (1.5%) increase in the formula allowance and no change in pupil weights or other formula changes, and 2) Setting the formula allowance at the amount that generates the same state total general education revenue with the new pupil weights, pension adjustment change and other formula changes in place. Of the \$504 increase over FY 2014, \$80 is for inflation at 1.5%; the remaining \$424 is to adjust for the pupil weight change, pension adjustment change and other restructuring.

Examples of Rate Adjustments to Neutralize Pupil Weighting Changes FY 2015

- Extended time allowance was increased from \$4,601 to \$5,017
- Adjusts the compensatory revenue formula for fiscal year 2015 and later by deducting \$839 from the formula allowance for compensatory revenue calculations instead of \$415
- Deducts \$530 from the formula allowance used in calculating elementary and secondary sparsity revenue for FY 2015 and later
- Gifted & Talented allowance was increased from \$12 to \$13
- Adjusts the transportation sparsity formula to account for the removal of marginal cost pupil unit accounting and the new pupil weights including a change in the deduction factor from 4.85% to 4.66% of basic revenue
- Includes small high schools in geographically isolated school districts with more than one high school in the small schools revenue formula. Small Schools adjusted from \$522.40 to \$544 and the threshold was adjusted from 1,000 to 960 pupil units
- Operating Capital was adjusted from $\$73 + \$100 \times \text{building age index}$ to $\$79 + \$109 \times \text{building age index}$ and the learning year rate increases from \$30 to \$31
- Equity sliding scale was increased from \$75 to \$80; the basic allowance for a district with no referendum revenue increases from \$13 to \$14; and the equity flat rate that applies to all districts was increased from \$46 to \$50
- EL (LEP) rate was adjusted from \$700 to \$704

Uses of General Education Revenue (Effective FY14 unless noted)

- Statute was clarified that operating capital revenue may be used to purchase or lease computers and related hardware, software, and annual licensing fees.
- Teacher evaluation was added to the allowable uses of staff development revenue.

Uses of General Education Revenue (Effective FY14 unless noted) (Continued)

- A district is allowed to use up to 5% of its compensatory revenue for programs designed to prepare children for entry into school including early education programs, parent-training programs, school readiness programs, early kindergarten programs for four-year olds, and voluntary home visits and other outreach. This is in addition to the 5 percent that districts currently have flexibility with. The remaining 90 percent of compensatory revenue must be spent at the site where the revenue is generated.
- A district is allowed to use revenue generated for all-day K to meet the needs of 3 and 4 years olds in the district. (Effective FY 15).

Uniform General Education Levy Effective FY 2015 (Pay 2014 Levy)

The uniform general education levy was reinstated at \$20 million (called "student achievement levy") and is spread on net tax capacity. The operating capital equalizing factor was increased to offset the uniform general education levy. There was no net change in state total levy; districts that are "off the formula" for operating capital levy will see a small levy increase while other districts will see a small levy decrease.

Operating Referendum Revenue Effective FY 2015 (Pay 2014 Levy)

The operating referendum revenue was converted from an amount per Resident Marginal Cost Pupil Unit to an amount per Adjusted Pupil Unit (APU). The separate alternative attendance adjustment was eliminated and rolled into an allowance per APU. The new rate per pupil unit will generate the same revenue for each district for FY 2015 as the sum of the old rate per pupil unit and the old alternative attendance adjustment.

The standard and grandfather referendum caps will be recalculated to reflect the pupil unit weighting changes and conversion to a rate per adjusted pupil unit. The new standard cap is \$1,845 per new pupil unit for FY 2015, and is adjusted for inflation using the consumer price index in later years. For a district receiving location equity revenue, the grandfather cap is reduced by the location equity allowance.

School boards are allowed to convert up to \$300 per APU from voter-approved to board-approved. Board action had to be taken before September 30 of prior year so that levy is included in proposed property taxes (no authority to increase levy without election after September 30). Districts with less than \$300 per APU are permitted to authorize additional referendum revenue up to a total of \$300 per APU. The equalization was increased with a new 3 tiered formula.

A district is prohibited from conducting a referendum election to increase its referendum allowance for FY 2015. Exceptions include:

- A district may renew an expiring referendum at the same allowance as the expiring referendum;
- A district is exempt from the freeze if it adopted a board resolution prior to June 30 to conduct a referendum in 2013.
- A district is exempt if it did not authorize an operating referendum in fiscal year 2014.
- A district is exempt if it is in statutory operating debt as of June 30, 2013.

Location Equity Revenue Effective FY 2015

School districts with any land area in 7 county metro area qualify for \$424 per APU location equity levy, equalized at \$510,000. School districts not eligible as metro districts and with > 2,000 adjusted ADM in the 3rd prior fiscal year qualify for \$212 location equity levy, equalized at \$510,000. Location equity revenue is board approved; it is deducted from operating referendum revenue. A district may opt out of location equity revenue by a board vote taken by September 1 of the fiscal year before the fiscal year when the revenue takes effect (Sept 2013 for FY 2015 revenue).

MDE will implement the calculation of Operating Referendum and Location Equity revenue in the following order: 1) For districts that do not opt out of location equity revenue, MDE will first calculate a district's net voter approved referendum allowance by subtracting the location equity allowance from the initial voter approved referendum allowance, 2) Eligibility for a board-approved referendum increase (up to \$300 per APU) is determined after the referendum allowance is reduced for location equity revenue, 3) Under this calculation order, the increases in board-approved revenue from the two provisions are additive (stackable), with the maximum board approved allowances being \$724 for metro districts and \$512 for non-metro districts with ADM that is more than 2,000.

Other General Education Changes

Q Comp was rolled out of the general education revenue program to a new categorical beginning FY 2015 with no change in the program or funding formula.

Early Graduation Scholarships and Military Service Awards was repealed beginning FY 2014.

Learning and Development Revenue Set-aside was modified such that the current class size reduction set aside will be converted from an amount based on pupil unit weights to an equivalent amount per student in ADM -- \$299 per kindergarten student plus \$459 per student in grades 1-6, beginning FY 2015.

Career Technical Education (CTE) Revenue

The career and technical education (CTE) levy was converted to an equalized aid and levy, with an equalizing factor of \$7,612, beginning in FY2014. The statewide revenue limit for career and technical revenue for fiscal year 2014 was increased from \$15,393,000 to \$20,657,000. The revenue for FY 2014 continues to be based on the old CTE formula, with the proration factor adjusted to hit the statewide revenue target. Beginning in FY 2015, the statewide revenue limit expires, and revenue is computed using the new formula enacted in 2012 that bases funding on 35 percent of approved program expenditures. The expenditure calculations for career and technical programs offered jointly by school districts was also clarified--the costs for reimbursing another district for CTE instructional salaries is included in the revenue calculations for the districts paying the reimbursement and deducted from the revenue calculation for the district receiving the reimbursement.

Safe Schools Levy

The safe schools levy for taxes payable in 2014 and later was increased from \$30 to \$36 per pupil unit - \$4 of the increase is new revenue and the other \$2 is to adjust for pupil unit weighting changes. The safe schools levy for intermediate district members remains at \$10 per PU. Statute was clarified that uses of the safe school levy includes facility security enhancements, efforts to improve the school climate, and costs associated with mental health services.

Lease Purchase Levy; Integration Programs

Minneapolis, St. Paul, Duluth, and Rochester are authorized to continue to use the lease purchase levy under MS 126C.40, subdivision 6, if the acquisition of property is determined by the commissioner to contribute to the implementation of their approved desegregation plan. Other districts eligible for achievement and integration revenue are allowed to use the lease purchase levy for projects that are primarily used for interdistrict desegregation efforts.

Pupil Transportation (FY 2014)

- PSEO: Allows school districts to transport PSEO pupils to and from the postsecondary institution if the pupil is participating in an articulated program.
- Homeless: Allows a district to include the cost of transporting a child who does not have a school of origin to the same school attended by that child's sibling if the siblings are homeless in finance 728 (eligible for special education aid)
- Cost Allocation: Allows a school district that contracts for transportation services to allocate certain transportation expenses based on contract rates if the rates are reasonably consistent on a cost per mile, cost per hour, cost per student or cost per route basis. Districts must maintain records to document rate consistency to auditors.

Compulsory Attendance Age Increase

The age of compulsory attendance was increased to age 17. A student 16 years or older is allowed to be assigned to an area learning center.

Achievement and Integration Revenue

The old Integration Revenue was replaced beginning in FY 2014. The initial revenue equals $\$350 \times \text{APU} \times \text{prior year minority concentration percent} + 66\%$ of difference between FY 2013 integration revenue and amount computed using the rate for FY 2014. There is also an incentive revenue which equals $\$10 \times \text{APU}$, therefore, total revenue equals initial revenue + incentive revenue. Revenue cannot exceed expenditures under an approved budget.

At least 80% of a district's revenue is required to be used for innovative and integrated learning environments. Up to 20% of revenue is allowed to be used for professional and staff development. Administration expenditures are limited to no more than 10% of revenue.

The Commissioner is directed to determine after three years if a district has met its goals. Districts that have met their goals are allowed to submit another three year plan. For districts not meeting goals, districts must work in consultation with the Commissioner to develop a new plan and strategies and the Commissioner may direct the use of up to 20% of a district's revenue to implement the new plan.

New Special Education Funding Formula Effective FY 2016

For FY 2016 and later, defines special education initial aid as the least of:

- (1) 62 percent of the district's old formula special education expenditures for the prior fiscal year;
- (2) 50 percent of the district's non-federal special education expenditures for the prior year; or
- (3) 56 percent of the amount calculated using a new pupil-driven formula based on prior year data.

New Special Education Funding Formula Effective FY 2016 (Continued)

Plus:

- (ii) \$10,400 times the district's number of students who are autistic, developmentally delayed, or severely multiply impaired;
- (iii) \$18,000 times the district's number of students who are deaf, hard of hearing, or have emotional or behavioral disorders; and
- (iv) \$27,000 times the number of students in the disability area of developmentally cognitive mild-moderate, developmentally cognitive severe-profound, physically impaired, visually impaired, or deafblind.

Excess cost aid is the greater of:

- (1) 56 percent of the difference between the district's unreimbursed nonfederal special education cost and 7 percent of the district's general education revenue, or
- (2) 62 percent of the difference between the district's unreimbursed old formula special education cost and 2.5 percent of the district's general education revenue.

Calculated using prior year data.

State total special education aid is increased by \$39 million for FY 2016 and by \$41 million for FY 2017. Beginning in FY 2016, special education aid will be paid directly to cooperatives and intermediate districts, rather than having those aids flow through the resident district. Tuition bills will be reduced to offset the aid paid to the cooperatives and intermediates.

Special Education Funding Transition to New Formula: FY 2014 – FY 2015

Current special education – regular formula remains in place for FY 2014 and FY 2015 – no change from current law (4.6% growth continues).

New cross subsidy reduction aid is added for FY 2014 and FY 2015 only:

- Aid for FY 2014 equals the lesser of \$20 per ADM served or 1% of the amount generated for the district under the new pupil-based formula component.
- Aid for FY 2015 equals the lesser of \$48 per ADM served or 2.27% of the amount generated for the district under the new pupil-based formula component.
- State total aid entitlement is \$13 million for FY 2014 and \$30 million for FY 2015.
- Cross subsidy reduction aid applies only to school districts; charter schools and cooperatives are not eligible.

Excess cost aid changes for FY 2014 and FY 2015:

- Aid will be calculated using prior year data.
- Special education tuition receipts and expenditures will not be taken into account in excess cost aid calculations, to expedite the excess cost aid calculations and eliminate circularity between tuition billing and excess cost aid.
- Special education cross subsidy aid and the general education aid attributable students served outside the regular classroom more than 60% of the time are taken into account in excess cost aid calculations.

Special Education Tuition Billing Effective FY 2015

Beginning in FY 2015, requires the serving district or charter school to cover 10 percent of unfunded special education costs, reducing the amount borne by the resident district from 100 percent to 90 percent. Intermediate districts, cooperatives and charter schools where at least 70 percent of students are eligible for special education are exempt from this provision and continue to be able to recover 100% of unfunded special education costs from the resident district.

Facilities - Overview

The fixed, standing appropriation for debt service equalization aid was converted to an open and standing appropriation. The rates for debt service equalization and deferred maintenance revenue were adjusted to conform to pupil unit weight changes. The authority for the Minneapolis and St Paul school districts to annually issue and sell \$15 million in facility bonds without voter approval was made permanent.

School Lunch Aid

The rate for each school lunch served was increased from 12 to 12.5 cents, effective July 1, 2013.

Fund Transfers - FY 2014 and FY 2015 Only

The authorization provided in 2012 legislation was modified for a school district, upon approval of the commissioner, to transfer money in FY 2014 and FY 2015 from any fund or account to any other fund or account unless that transfer would have an impact on state aids or local levies. Transfers from the Community Service Fund, Food Service Fund, or the reserved account for staff development revenue are prohibited.

Other Accounting Issues

Integration Revenue - continues to forward shift the integration levy for Minneapolis, St Paul and Duluth.

Eliminates the forward-shifting of the integration aid program.

Special Education Aid - combines the regular, cross subsidy and excess cost aids into one appropriation and uses 97.4% of entitlement in computing current payments.

Accelerated Repayment of Education Aids - created a mechanism for one-time repayment of education shifts based on September 30, 2013 Minnesota Management and Budget estimate of any positive unrestricted budgetary state general fund balance as of June 30, 2013. The repayment of the aid shift, if any, would occur in October 2013; repayment of tax shift, if any, would occur in June 2014.

Early Childhood and Lifelong Learning

Adult Basic Education (ABE) - increased the growth factor from 1.02 to 1.025 for FY15 and later


Early Learning Scholarships

- For a family to receive a scholarship it must have a child age 3 or 4 on September 1st of the current year and has income equal to or less than 185% of federal poverty level
- Allows for a parent under the age of 21 who is pursuing a high school degree to be eligible for a scholarship for a child age zero to 5
- Any sibling between zero and 5 has access to a scholarship to attend same program
- Scholarships may be awarded up to \$5,000 per child per year

Nonpublic Pupil Aids

Clarifies that all-day kindergarten pupils are counted as 1.0 pupil for purposes of nonpublic pupil aid.

TO: L. Chris Richardson, Superintendent

FROM: Val Mertesdorf, Director of Finance 

DATE: November 25, 2013

RE: Board Approval of Financial Reports – July 2013

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of July 2013.

Bills totaling \$1,608,764.70 were paid in July 2013.

Payroll checks totaling \$658,546.52 were issued in July 2013.

Bond payments totaling \$774,128.83 were paid in July 2013.

At the end of July 2013 Total Cash and Investments amounted to \$17,767,816.79.

All funds ended July with positive cash balances.

Wire transfers initiated by the district during July 2013:

7/15/2013	\$500,000	From MSDLAF Liquid to MDSLAF Accounts Payable
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The following financial reports for July 2013 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

1. Treasurer's Report
2. Disbursement Report

July 2013 Treasurer's Report

	BALANCE BEGINNING OF MONTH	RECEIPTS
FUNDS		
GENERAL FUND	1,582,849.55	2,857,456.08
FOOD SERVICE	721,825.75	9,604.66
COMMUNITY ED	269,819.35	122,756.66
DEBT SERVICE	4,136,087.41	51,881.51
TRUST	126,686.51	20,162.29
SELF INSURANCE	1,918,250.40	13.33
	<hr/>	
TOTALS	8,755,518.97	3,061,874.53
CERTIFICATE OF DEPOSIT	8,986,632.36	-
	<hr/>	
GRAND TOTALS	17,742,151.33	3,061,874.53

Disbursement Report

ISD 659 - Northfield

July 2013

Disbursements:

Bills Paid:

General Fund	\$ 956,813.02	
Food Service Fund	22,329.98	
Community Services Fund	47,974.50	
Trust & Agency Fund	11,450.00	
Self Insurance Fund	570,197.20	
Total Bills Paid	<u>1,608,764.70</u>	1,608,764.70

Payroll:

General Fund	498,561.28	
Food Service Fund	19,137.08	
Community Services Fund	140,848.16	
Trust Fund	-	
Self Insurance Fund	-	
Total Payroll	<u>658,546.52</u>	658,546.52

Bond Payments:

Debt Redemption Fund	<u>774,128.83</u>	
Total Bond Payments		<u>774,128.83</u>
Total Disbursements		<u><u>\$3,041,440.05</u></u>

TO: L. Chris Richardson, Superintendent

FROM: Val Mertesdorf, Director of Finance *VM*

DATE: November 25, 2013

RE: Board Approval of Financial Reports – August 2013

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of August 2013.

Bills totaling \$1,409,561.53 were paid in August 2013.

Payroll checks totaling \$637,224.28 were issued in August 2013.

There were no bond payments in August 2013.

At the end of August 2013 Total Cash and Investments amounted to \$21,289,983.01.

All funds ended August with positive cash balances.

Wire transfers initiated by the district during August 2013:

8/1/2013	\$1,009,954.08	From MSDLAF Liquid to MDSLAF Accounts Payable
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The following financial reports for August 2013 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

1. Treasurer's Report
2. Disbursement Report

August 2013 Treasurer's Report

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS
GENERAL FUND	7,505,794.13	5,228,353.61
FOOD SERVICE	690,145.15	42,659.15
COMMUNITY ED	203,310.33	246,824.95
DEBT SERVICE	3,413,840.09	42,532.94
TRUST	135,398.80	675.00
SELF INSURANCE	1,829,395.93	26.66
TOTALS	13,777,884.43	5,561,072.31
CERTIFICATE OF DEPOSIT	3,989,932.36	-
GRAND TOTALS	17,767,816.79	5,561,072.31

Disbursement Report

ISD 659 - Northfield

August 2013

Disbursements:

Bills Paid:

General Fund	\$ 764,024.59	
Food Service Fund	12,460.62	
Community Services Fund	28,529.65	
Trust & Agency Fund	13,485.00	
Self Insurance Fund	591,061.67	
Total Bills Paid	<u>1,409,561.53</u>	1,409,561.53

Payroll:

General Fund	468,983.33	
Food Service Fund	16,021.88	
Community Services Fund	152,219.07	
Trust Fund	-	
Self Insurance Fund	-	
Total Payroll	<u>637,224.28</u>	637,224.28

Bond Payments:

Debt Redemption Fund	<u>-</u>	
Total Bond Payments		<u>-</u>
Total Disbursements		<u><u>\$2,046,785.81</u></u>

TO: L. Chris Richardson, Superintendent
FROM: Val Mertesdorf, Director of Finance VM
DATE: November 25, 2013
RE: Board Approval of Financial Reports – September 2013

We request that the Board of Education approve paid bills, payroll, bond payments, electronic funds transfers, investments and financial reports for the month of September 2013.

Bills totaling \$1,705,524.21 were paid in September 2013.

Payroll checks totaling \$2,721,565.01 were issued in September 2013.

There were no bond payments in September 2013.

At the end of September 2013 Total Cash and Investments amounted to \$21,541,014.30.

All funds ended September with positive cash balances.

Wire transfers initiated by the district during September 2013:

9/24/2013	\$2,000,000	From MSDLAF Liquid to MDSLAF Accounts Payable Liquid
9/24/2013	\$1,250,000	From MSDLAF Accounts Payable Liquid to MSDLAF Accounts Payable Max

The following financial reports for September 2013 are included to show the current cash and investment balances, details of disbursements and electronic funds transfers.

1. Treasurer's Report
2. Disbursement Report

September 2013 Treasurer's Report

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND	11,038,290.63	4,392,893.60	3,612,538.92	(492,910.43)	11,325,734.88
FOOD SERVICE	705,335.51	91,401.35	184,894.89	(184.82)	611,657.15
COMMUNITY ED	266,313.20	188,234.20	203,941.37	(526.94)	250,079.09
DEBT SERVICE	3,456,373.03	2,738.59	-	-	3,459,111.62
TRUST	122,588.80	40.00	6,000.00	-	116,628.80
SELF INSURANCE	1,711,149.48	(0.43)	419,714.04	496,435.39	1,787,870.40
TOTALS	17,300,050.65	4,675,307.31	4,427,089.22	2,813.20	17,551,081.94
CERTIFICATE OF DEPOSIT	3,989,932.36	-	-	-	3,989,932.36
GRAND TOTALS	21,289,983.01	4,675,307.31	4,427,089.22	2,813.20	21,541,014.30

Disbursement Report

ISD 659 - Northfield

September 2013

Disbursements:

Bills Paid:

General Fund	\$ 1,111,720.06	
Food Service Fund	122,205.77	
Community Services Fund	45,884.34	
Trust & Agency Fund	6,000.00	
Self Insurance Fund	419,714.04	
Total Bills Paid	<u>1,705,524.21</u>	1,705,524.21

Payroll:

General Fund	2,500,818.86	
Food Service Fund	62,689.12	
Community Services Fund	158,057.03	
Trust Fund	-	
Self Insurance Fund	-	
Total Payroll	<u>2,721,565.01</u>	2,721,565.01

Bond Payments:

Debt Redemption Fund	<u>-</u>	
Total Bond Payments		<u>-</u>
Total Disbursements		<u><u>\$4,427,089.22</u></u>