

INDEPENDENT SCHOOL DISTRICT 659
REGULAR SCHOOL BOARD MEETING
Monday, December 9, 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. Truth-in-Taxation Presentation for the Payable 2014 Property Tax Levy followed by Public Comment.
 - 2. School Improvement Plan Presentations – Greenvale Park Elementary School and Area Learning Center.
 - 3. All Day Kindergarten Facilities Needs, Demographic Study and Pre-K – 12 Facilities Study.
- VII. Superintendent's Report
 - A. Items for Individual Action
 - 1. Certify Final 2013 Payable 2014 Tax Levy.
 - 2. Fiscal Year 2013-2014 General Fund Budget Amendment.
 - B. Items for Consent Grouping
 - 1. Gift Agreement.
 - 2. Personnel Items.
- VIII. Items for Information
 - 1. Enrollment Report – December 2013.
- IX. Future Meetings
Monday, January 13, 2014, 7:00 PM, Organizational School Board Meeting followed by Regular School Board Meeting,
Northfield High School Media Center
Monday, January 27, 2014, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
- X. Adjournment

NORTHFIELD PUBLIC SCHOOLS

MEMORANDUM

Monday, December 9, 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 December 9, 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 25, 2013, are enclosed for your review and comment.
- V. Announcements and Recognitions
- VI. Items for Discussion and / or Reports
 1. Truth-in-Taxation Presentation for the Payable 2014 Property Tax Levy followed by Public Comment.
The amount of the proposed levy for 2014 is \$15,277,610.44 and represents a 0.52% decrease from the prior year. Director of Administrative Services Matt Hillmann and Director of Finance Val Mertesdorf will review the levy and the current year's revised general fund budget. The public is invited to speak following the presentation.
 2. School Improvement Plan Presentations – Greenvale Park Elementary School and Area Learning Center.
The final school continuous improvement plan reports will be presented on Monday night by Greenvale Park Elementary School and the Area Learning Center.
 3. All Day Kindergarten Facilities Needs, Demographic Study and Pre-K – 12 Facilities Study.
As a follow up to the November 21st School Board work session, Superintendent Richardson, with support from Cabinet members, will respond to questions from the Board about short-term options for addressing State-funded all day kindergarten as well as the proposed first two steps in developing and implementing a long-range plan to meet current and future enrollment, demographic and program needs for the students of the Northfield Public Schools. This discussion will help to provide direction for formal recommendations to be presented to the Board for consideration at the January 13th Board meeting.
- VII. Superintendent's Report
 - A. Items for Individual Action
 1. Certify Final 2013 Payable 2014 Tax Levy.
This action completes the School District's process that began in July with the initial submission of data to the Department of Education, our subsequent review and analysis of the Department's calculation, and the estimate of the School District's property tax base by Rice, Goodhue and Dakota counties. A Truth in Taxation presentation followed by public comment was held as part of the Regular Board Meeting on December 9th to provide a final opportunity for community feedback to the proposed levy. This levy, payable in 2014, will be a component of the 2014-15 fiscal budget.

Superintendent's Recommendation: Motion to certify to County Auditors the 2013 Payable 2014 Final Certified Net Tax Levy in the amount \$15,277,610.44.

2. Fiscal Year 2013-2014 General Fund Budget Amendment.

The Director of Finance, Val Mertesdorf, is recommending the following revisions to the School Board for the FY 14 general fund budget. The adopted general fund revenue and expenditure budget for FY 14 was \$41,658,619 and \$41,381,110 respectively. The recommended revised budget for FY 14 is revenues of \$41,604,919 and expenditures of \$41,710,658. The major factors contributing to these changes include required adjustment to federal revenue and expenditures, final settlement of the NEA contract and final audited data from FY 13.

Superintendent's Recommendation: Motion to approve revised 2013-14 general fund budget as presented.

B. Items for Consent Grouping

Superintendent's Recommendation: Motion to approve the following items listed under the Consent Grouping.

1. Gift Agreement.

The Board is asked to accept a \$9949 gift from the Tom Cieslukowski Memorial Fund to be used for a new tennis backboard.

2. Personnel Items.

a. Appointments*

1. LeAnne Fricke, Assistant Gymnastics Coach at the High School beginning 11/26/2013 – 02/22/2014; \$12.00/hour.
2. Katherine Klein, .44 FTE Long-Term Substitute Life Science Teacher at the Middle School for 16 hours/week beginning 12/03/2013 – 12/20/2013; MA-Step 2.
3. Peter Tomczik, Community Services Birthday Party Staff and Basketball Staff beginning 12/09/2013 – 04/01/2014; \$7.50/hour.
4. Activity Event workers – List attached.

b. Increase/Decrease/Change in Assignment

1. Ritva Barsness, Child Nutrition 3 at Greenvale Park for 7 hours/day, change to CNA 3 at Greenvale for 6.5 hours/day beginning 12/02/2013.
2. Sue Leidner, EA-Class IV at Sibley, add 2.75 hours on Thursdays only beginning 01/09/2014 – 06/06/2014.
3. Amy Moeller, .5 FTE HS/ALC English Instructor, change to .65 FTE English Instructor at the ALC and High School beginning 1/28/2014 – 06/06/2014 (semester 2).
4. Susan Mary Nelson, .55 FTE Long-Term Substitute Read 180 Instructor at Bridgewater, change from short call license to regular teaching license; MA-Step 6.
5. Margaret Paradise, 1.0 FTE Long-Term Substitute Fifth Grade Teacher at Bridgewater; change from MA-Step 3, to MA-Step 4 beginning 11/18/2013 – 01/10/2014 (half days 01/06/2014-01/10/2014).
6. Andrea Waldock, Educational Assistant (Class IV) at Head Start, add .5 hours/day Monday-Thursday from 3:05-3:35 p.m. beginning 12/03/2013.

c. Leaves of Absence

1. Heidi Peterson, Leave of Absence beginning 12/02/2013 – 01/03/2014.
2. Ann Schmidt, FMLA Leave of Absence beginning 11/26/2013 on an intermittent basis for up to 60 work days.

d. Resignations

1. Amy Allin, Eagle Bluff Coordinator, resignation effective 12/03/2013.
2. Zeebo Karouso, Kid Ventures Site Assistant/CS Basketball Scorekeeper, Targeted Services Enrichment Coordinator; resignation effective 12/20/2013.
3. Peggy Sheehy, Educational Assistant-PCA (Class IV) at Headstart, resignation effective 12/06/2013.

School Board Memorandum

December 9, 2013

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e. Additional:

The Board is requested to approve the 2013-14 Teacher Seniority List and the 2013-14 Principals/Assistant Principals Seniority List.

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

VIII. Items for Information

1. Enrollment Report – December 2013.

IX. Future Meetings

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

Monday, January 27, 2014, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

X. Adjournment

School Board Minutes

School Board Minutes
November 25, 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 7:00 PM. Nelson was absent.
- II. Agenda Changes / Table File
The table file was added.
- III. Public Comment
There was none.
- IV. Approval of Minutes
On a motion by Maple, seconded by Pritchard, the minutes of the Regular School Board meeting held on November 12, 2013, were unanimously approved.
- V. Announcements and Recognitions
 - The Northfield Middle School's student run bookstore, *The Tattered Pages* is now accepting donations for the upcoming seventh *Annual Holiday Shopping Extravaganza*.
 - 455 lbs of food was collected for Greenvale Park's "stuff the turkey" food drive.
 - Bridgewater is holding Grandparents Day on November 26.
 - Thank you to all of the elementary safety patrols.
 - Best wishes to the musical groups as they perform many times over the coming holiday season.
 - The Girls Swimming and Diving team finished 9th at the State Meet. Diver Bailey DuPay was the State Diving Champion for the third year in a row.
 - Mary Hansen introduced the new director of the Area Learning Center, Daryl Kehler.
- VI. Items for Discussion and / or Reports
 1. Continuous Improvement Plan Presentations – Bridgewater Elementary School and Northfield High School.
The site continuous improvement plan presentations by Bridgewater Elementary School and the High School first documented the progress made on each building's site improvement goals from the 2012-13 school year, then representatives from each building described their building's 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 also highlighted specific activities and that will be completed during the 2013-14 school year. Presenting for Bridgewater was Principal Nancy Antoine and RtI coaches Connie Nelson and Hope Langston. Principal Joel Leer and Special Education Teacher John Mahal presented the High School's improvement plan.
 2. FY 2013 Audit Report.
Craig Popenhagen, Partner with CliftonLarsonAllen, LLP, presented the results of the 2012-13 fiscal year audit. Comments focused on the Executive Audit Summary and the Schedule of Federal Awards.
- VII. Superintendent's Report
 - A. Items for Individual Action
 1. FY 2013 Audit.
On a motion by Fossum, seconded by Stratmoen, the Board unanimously accepted the 2012-2013 audit report as presented.
 - B. Items for Consent Grouping
On a motion by Fossum, seconded by Maple, the Board unanimously approved the items under the Consent Grouping.

1. Financial Reports – July, August and September 2013.

The Board approved 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.
8. Susan Mary Nelson, .55 FTE READ 180 Long-Term Substitute Teacher at Bridgewater beginning on or about 12/09/2013 – 02/28/2014; Substitute Daily Rate of Pay. (no more than 15 consecutive days per teaching license)
9. Activity Event Workers, as listed on a Memo from Tom Graupmann dated 11/22/13.

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 (MMMI 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.
6. Shelly Cole, Asst. Family Services Collaborative Coordinator at Community Services for 25 hours/week, change to 30 hours/week beginning 11/16/2013.
7. Elliott Courchaine, Educ. Asst. Class IV at the Middle School for 5.07 hours/day through 01/03/2014, change to EA Class IV at the Middle School for 6.75 hours/day beginning 11/25/2013 – 06/06/2014.
8. Claudia Roman-Jimenez, MSYC Site Assistant at the Middle School for 10 hours/week, change to MSYC Site Asst. for 6.25 hours/week; add Long-Term Substitute EA Class IV at the Middle School for 6.75 hours/day beginning 11/25/2013 – 12/20/2013. Effective 01/06/2014 Claudia will return to her hours as MSYC Site Assistant for 10 hours/week.

c. Leave of Absence

1. Paula Baragary, FMLA Leave of Absence beginning 11/25/2013 through 12/06/2013.

d. Resignation

1. Melissa Gregory, Educational Assistant at Sibley, resignation effective 11/22/2013.

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

3. Gift Agreement.

The Board accepted a \$1500 gift from Kregg and Elizabeth Hurlbert to be used toward upgrading and repairing the timing equipment at the swimming pool located at Northfield Middle School.

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. On a motion by Stratmoen, seconded by Maple, the Board adjourned at 8:35 PM.

Noel Stratmoen
School Board Clerk

Truth in Taxation | Pay 2014 • Budget Revision Narrative

Matt Hillmann, Director of Administrative Services and Val Mertesdorf, Director of Finance

The Truth in Taxation presentation is designed to provide an opportunity for the District to share information with the public regarding our levy and our budget. The law also allows the public an opportunity to speak.

2014 Property Tax Levy Summary

Our maximum levy authority is **down** \$158,666.53 or 1.04% compared to one year ago. Our proposed **Pay 2014 levy** is a total of \$15.3 million, which is 0.52% less (\$79,290.53) less than last year's certified levy. Last year, we underlevied our maximum authority by \$79,376.00.

This is due to many factors, including:

1. Significant changes in funding categorization resulting from the 2013 legislative session, with Location Equity Revenue and funding of all day, every day Kindergarten leading the list.
2. Reduction in our debt service (\$60,000) as a result of refundings. The District has mitigated tax impact by being watchful and completing refundings when appropriate.
3. Reduction in our Operating Capital levy – we are getting the same amount, but more of the funding is provided in state aid as opposed to local property taxes.
4. Reduction in Other Post Employment Benefits (OPEB). This was a result of less retiree payments and a decrease in our implicit rate subsidy based on the most recent actuarial valuation.

Levy Authority vs. Certification

Our Pay 2014 property tax levy seeks to use the maximum authority provided by the Minnesota Department of Education. Even by seeking maximum authority, the District will still levy \$79,290.53 less than it did last year.

2014 Property Tax Levy Breakdown

The District's property tax levy of \$15,277,610.44 breaks down this way:

- Debt Service 36.6%
- General Fund: Referendum 34.8%
- General Fund: Other 21% (this includes Location Equity Revenue, Operating Capital, Health and Safety, Building Lease, and OPEB)
- Capital Levy: 5%
- Community Services: 2.6%

Subtotal Comparisons

The District's Pay 2014 levy is proposed at \$15,277,610.44. This is \$79,290.53 or 0.52% less than last year's certified levy.

The District's Pay 2014 levy will include an 11% reduction in the amount authorized by the voters and a 32% increase in the 'other' portion of the levy. This change is largely a result of the legislation moving a portion of the District's voter-approved referendum to Location Equity Aid that is now categorized as 'other'.

As a testament to this community's generous support of education you can see that 67% of our total levy is voter approved.

2013-14 General Fund Budget Amendment

Each year the District revises the General Fund Budget after the year has started and we have better information.

We now have our audited financials from the prior fiscal year, our October 1 enrollment is no longer a projection, we have settled the master agreement with the NEA and we have our allocations for federal funding from MDE. We take all this information and compare to the adopted budget presented in June and see which areas of the budget need to be adjusted.

Our October 1st enrollment was slightly down from 2012. Please keep in mind that seat count is not the equivalent of Average Daily Membership which is how our formula revenues are calculated. An example being the students who attend the Middle School from St. Dominic's for part of the day are not included in our ADM's because they calculated Shared Time Revenue instead.

The General Fund Budget Amendment will include reducing revenues by \$50,000 which is a result of a larger than anticipated sequestration of our Title I funds. We will also need to increase expenditures by \$330,000, this is due to the expansion of the special education programming that we have jointly with Faribault. This programming was an increase of \$400,000 to the district. The offsetting reduction was related to the federal programs, netting us at roughly a \$330,000 increase.

The adopted budget had projected roughly a \$395,000 increase to the unassigned fund balance. The revised general fund budget is projecting an increase of roughly \$167,000. We ended fiscal year 2013 better than anticipated which is offsetting some of the expenditure increase.

The District continues to strive to be good stewards of the dollars entrusted to us by the taxpayers. The District's goal is to provide a high quality educational experience for all of our learners.



PROPERTY TAX PAYABLE 2014

FINAL 2014 LEVY & 2013-14 BUDGET
12/9/2013

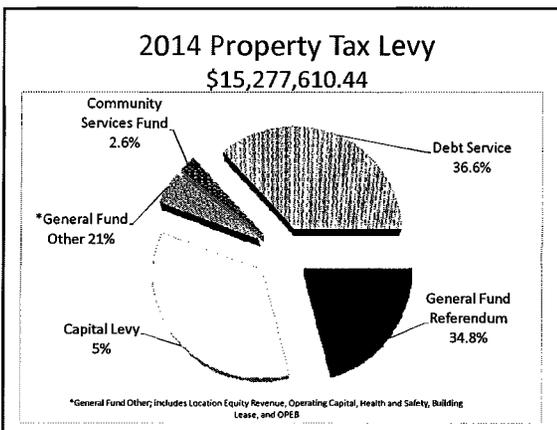
Summary

2014 Property Tax Levy

- Overall maximum levy authority down **\$158,666.53** or 1.04%.
 - Upset the “apple cart” – many changes in funding strategies as a result of 2013 legislation
 - Reduction in Debt Service as a result of refundings
 - Reduction in Operating Capital Levy – more provided by State Aid
- Levy of \$15.3 million: 0.52% or **\$79,290.53** lower than prior year certified levy

Levy Authority vs. Certification

| | PAY 13 | PAY 14 | DIFFERENCE |
|--------------------|-----------------|-----------------|----------------|
| LEVY AUTHORITY | \$15,436,276.97 | \$15,277,610.44 | \$(158,666.53) |
| LEVY CERTIFICATION | \$15,356,900.97 | \$15,277,610.44 | \$(79,290.53) |
| DIFFERENCE | \$79,376.00 | \$0.00 | - |



| Subtotals by Fund | Pay 2013 Certified Levy | Pay 2014 Proposed Levy | Increase (Decrease) | Percent Change |
|-------------------------|-------------------------|------------------------|---------------------|----------------|
| General Fund | 9,315,210.73 | 9,285,857.04 | (29,353.69) | (.32%) |
| Community Services Fund | 387,755.90 | 398,416.90 | 10,661.00 | 2.75% |
| Debt Service Fund | 5,653,934.34 | 5,593,336.50 | (60,597.84) | (1.07%) |
| Total | 15,356,900.97 | 15,277,610.44 | (79,290.53) | (.52%) |

| Subtotals by Truth in Taxation Category | Pay 2013 Certified Levy | Pay 2014 Proposed Levy | Increase (Decrease) | Percent Change |
|---|-------------------------|------------------------|---------------------|----------------|
| Voter Approved | 11,589,672.87 | 10,289,428.00 | (1,300,244.87) | (11.2%) |
| Other | 3,767,228.10 | 4,988,182.44 | 1,220,954.34 | 32.4% |
| Total | 15,356,900.97 | 15,277,610.44 | (79,290.53) | (.52%) |

2013-14 General Fund Budget Amendment

- Key factors for adjusting budget from adopted to revised:
 - Audited information for previous fiscal year finalized
 - October 1 enrollment data no longer a projection
 - Labor contract settlement finalized
 - Updated federal revenues and expenditures

2013 October 1st pupil count

| | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 |
|--------|-------|---------|-------|-------|---------|
| PK | 58 | 66 | 69 | 76 | 63 |
| K-5 | 1,593 | 1,581 | 1,650 | 1,616 | 1,612 |
| 6-8 | 868 | 884 | 868 | 922 | 912 |
| 9-12 | 1,362 | 1,310 | 1,281 | 1,286 | 1,281 |
| TOTAL | 3,881 | 3,841 | 3,868 | 3,900 | 3,868 |
| Change | | (1.03%) | 0.70% | 0.83% | (0.83%) |

Seat Count vs Average Daily Membership

| | 11-12 Seat | 11-12 EOY ADM | 12-13 Seat | 12-13 EOY ADM | 13-14 Seat | 13-14 Projected ADM |
|-------|------------|---------------|------------|---------------|------------|---------------------|
| PK | 69 | 40 | 76 | 40 | 63 | 36 |
| K-5 | 1,650 | 1,641 | 1,616 | 1,597 | 1,612 | 1,593 |
| 6-8 | 868 | 865 | 922 | 924 | 912 | 910 |
| 9-12 | 1,281 | 1,252 | 1,286 | 1,256 | 1,281 | 1,253 |
| Total | 3,868 | 3,798 (1.8%) | 3,900 | 3,817 (2.1%) | 3,868 | 3,792 (1.9%) |

2013-14 Budget Amendment

| | 2013-14 Adopted Budget | 2013-14 Revised Budget | Change |
|--------------|------------------------|------------------------|----------|
| Revenues | 41,658,619 | 41,604,919 | (53,700) |
| Expenditures | 41,381,110 | 41,710,658 | 329,548 |

2013-14 General Fund Budget

| FUND SUMMARY | | | |
|-------------------------|--------------|------------------------|------------------------|
| | 2012-13 | 2013-14 Adopted Budget | 2013-14 Revised Budget |
| Beginning Fund Balance* | \$14,462,642 | \$14,357,265 | \$14,522,922 |
| Annual Revenue | 41,069,277 | 41,658,619 | 41,604,919 |
| Total Sources | 55,531,919 | 56,015,884 | 56,127,841 |
| Annual Expenditures | 41,008,997 | 41,381,110 | 41,710,658 |
| Ending Fund Balance* | \$14,522,922 | \$14,634,774 | \$14,417,183 |
| Unassigned Fund Balance | \$ 9,295,808 | \$9,691,088 | \$9,462,878 |

*Beginning and ending fund balances include unrestricted and restricted dollars

THANK YOU!

QUESTIONS?

2012-2013 Site Progress Report

2013-2014 Continuous Improvement Plan

2013-2014 Building Staff Development Plan

October 11, 2013

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: *Greenvale Park*

PLAN YEAR: *2013-2014*

SITE IMPROVEMENT TEAM MEMBERS:

*David Craft, Principal
Stephanie Hagberg, Kindergarten
Sari Zach, First Grade
Anne Larson, Second Grade
Lisa Nelson, Third Grade
Tony Seidl, Fourth Grade
Michelle Sickler, Fifth Grade
Roanne Johnson, Special Education*

*Angela Blewett, Specialist
Diane Torbenson, RtI Specialist
Heather Ryden, RtI Specialist
Andy Unseth, ESL
Kelle Edwards, Non-Licensed
Anne Berry, Parent
Laura Berdahl, Parent Liaison
Mary McGovern, Title I*

**Reviewed by
Staff:**

**Signature
Date**

Diane Torbenson
11-14-13

**Final Approval by
Site Improvement Team:**

**Signature
Date**

[Signature]
11/14/13

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

**Signature
Date**

[Signature]
12/5/13

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

State the Site Improvement Objective:

Accelerate the literacy growth of students performing below grade level as measured by site DIBELS scores, DRA scores (Developmental Reading Assessment), District MAP scores (Measure of Academic Progress), and State MCA II scores (Minnesota Comprehensive Assessment).

This Site Improvement Objective is: New Continuing

State the Student Achievement Goal:

PROFICIENCY

We will increase the percent proficiency for grades 3-5 in reading from 75.90% in spring 2012 to 80.00% in spring 2013 as measured by the MCA III Reading state assessment.

PROFICIENCY

We will increase the percentage of students who meet the median on the MAP in grades 1-3 in reading from 54.00% in fall 2012 to 75.00% in spring 2013 as measured by the NWEA MAP growth assessment.

GAP

We will reduce the gap in achievement between our White, Not of Hispanic Origin subgroup and our FRPL subgroup from 30.7 percentage points in percent proficient in spring 2012, to 25.7 percentage points in percent proficient in spring 2013.

GROWTH

Sixteen and one-tenth percent (16.10%) of fifth grade students (fourth grade cohort from spring 2012) will show growth and become proficient in spring 2012-2013, on the MCA III Reading assessment, who were previously non-proficient in the spring of 2012.

GROWTH:

We will increase the percentage of all students in grades 3-5 who met benchmark in oral fluency in fall of 2012 from 61.00% to 85.00% of all students in grades 3-5 by spring 2013.

Which action plan steps were completed?

Under the supervision of the RtI Specialist, AmeriCorps Reading Tutors will identify at-risk students using the curriculum-based measurement of oral reading fluency.

AmeriCorps Reading Tutors will implement standard protocol reading interventions starting with students who have been identified as "emerging" in oral reading fluency.

Title I Reading Teachers will identify at-risk students using DIBELS benchmarking and the BAS.

Title I Reading Teachers will implement reading interventions starting with students who have been identified as at-risk.;

FLEX Groups Teachers will meet with students in grades 2-5 in flex groups according to a child's instructional level. They will meet four days a week in reading or math. FLEX groups will meet in addition to the core reading curriculum.

ESL teachers in the ESL Kindergarten and in grades 1-2 will co-teach and co-plan with grade level teachers.

ESL teachers and grade level teachers will collaboratively agree on content and language objectives. The mainstream teacher will focus on the content goals. The ESL teacher will support linguistic development through the matching of language objectives that target key concept vocabulary.

Formative assessments monitored by Grade Level PLCs.

Summative assessments monitored by Grade Level PLCs.

Universal Screening of Oral Fluency.

Progress Monitoring for at-risk students.

Implementation of the Developmental Reading Assessment for at-risk students in order to identify skill deficits in a child's reading behavior.

The READ 180 teacher and grade level teachers will identify at-risk students using the curriculum-based measurement of oral reading fluency; BAS; the SRI; the MAP; and the MCA II.

Increase reading engagement by establishing an open, leveled Media Center so children have access to books five days a week versus our past practice of book check outs once a week.

Creating greater access to leveled books for "just right" reading by continuing to level the Media Center (non-fiction).

Increase reading engagement by monitoring the completion of student reading logs.

Student recognition of those identified as at-risk who are completing their student reading logs.

Daily Silent Sustained Reading Time for Students during Morning Recess

Job Embedded Professional Development for all grade level teachers in Tier I using RtI Specialists to sustain the core curriculum: RtI Specialists will assess the implementation of our Balanced Literacy Program and the implementation of Reader's Workshop.

We will continue to develop the practice of meeting the instructional needs of our students at their instructional level. We will provide assistance to children who are having difficulty learning through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. We will continue to provide support to students who need to be challenged.

Provide job embedded professional development, relative to Reader's Workshop, for teachers based on staff feedback and observations of RtI Specialists.

Data-based Team will review building-wide data to monitor student growth.

Book Study: Implementing RTI With English Language Learners.

Which of these steps were especially powerful?

In kindergarten, Americorps were especially helpful.

Our data retreats were especially helpful.

Media Center being open was powerful.

Meeting in PLCs once a week supported our SIP.

BAS assessment, in grades 1 and 2, was valuable.

The practices in Title I have narrowed the field of students who may need Title I. Title I has reduced the number of students who need intense intervention.

Book-in-a-bag is a great communication tool with parents. Book-in-a-bag provides EVERY child a book at their just right level to take home for independent reading.

In terms of parent education and professional development, Fabulous Fridays were valuable. Parents responded positively by applying the knowledge they learned at our Fabulous Friday meetings.

Which of these steps were not completed?

Job embedded Professional Development for all grade level teachers in Tier I using RtI Specialists to sustain the core curriculum: RtI Specialists will assess the implementation of our Balanced Literacy Program and the implementation of Reader's Workshop.

We will continue to develop the practice of meeting the instructional needs of our students at their instructional level. We will provide assistance to children who are having difficulty learning through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.

Provide job embedded professional development, relative to Reader's Workshop, for teachers based on staff feedback and observations of RtI Specialists.

Provide evidence that your objective was achieved or not achieved.

GOAL 1

We will increase the percent proficiency for grades 3-5 in reading from 75.9% in spring, 2012 to 80% in spring, 2013 as measured by the MCA III Reading state assessment.

RESULT: We saw a 19% decrease in proficiency in grades 3-5 in reading by spring, 2013 using the MCA III Reading state assessment.

GOAL 2

We will increase the percentage of students who meet the median on the MAP in grades 1-3 in reading from 54.00% to fall 2012 to 75.00% in spring, 2013 as measured by the NWEA MAP growth assessment.

RESULT: We saw an increase of 7% in the students who met the median on the MAP in grades 1-3 in reading by spring, 2013 using the NWEA MAP growth assessment.

GOAL 3

Will reduce the gap in achievement between our White, not of Hispanic Origin subgroup and our FRPL subgroup from 30.7 percentage points in percent proficient on the MCA II Reading Assessment in spring, 2012 to 25.7 percentage points in percent proficient on the MCA III Reading Assessment in the spring, of 2013.

RESULT: The achievement gap increased 7.37 percentage points between our White, not of Hispanic subgroup and our FRPL subgroup in percent proficient on the MCA III Reading Assessment in spring, 2013.

GOAL 4

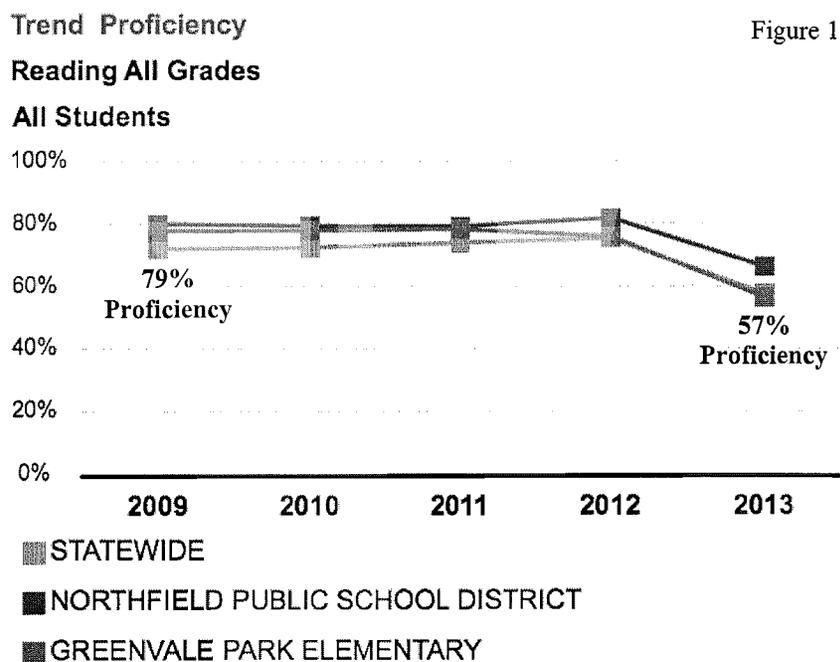
Sixteen and one-tenth percent (16.1%) of fifth grade students (fourth grade cohort from spring, 2012) will show growth and become proficient in spring, 2013, on the MCA III Reading Assessment, who were previously non-proficient in the spring, of 2012.

RESULT: We saw a 13.97% increase in the number of students who were **not** proficient between spring, 2012 and spring, 2013 in fifth grade students (fourth grade cohort from spring, 2012) using the MCA III Reading Assessment.

GOAL 5

We will increase the percentage of all students in grades 3-5 who met benchmark in oral fluency in fall 2012 from 61.00% to 85.00% of all students in grades 3-5 by spring, 2013.

RESULT: Seventy-two percent of all students in grades 3-5 met benchmark in oral fluency by spring, 2013.



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

Beliefs:

Greenvale Park believes, that in order for the whole child to learn, a child's basic needs of security, love, and sense of belonging must be met. Then positive adult-child relationships can develop and enrich a child's emotional/social intelligence. When this occurs, engaged academic learning can take place using appropriate resources and differentiated instruction.

This belief system has always pervaded what we do. Parents as well as the community at-large are always greeted at Greenvale Park with a smile. Parent surveys have repeatedly shown that Greenvale Park is a place where children feel like they matter—they belong. Greenvale Park faculty, staff, and administration provide a basis for security, love, and a sense of belonging. As a result we have had a rich history of positive adult-child relationships that have enriched emotional/social/academic intelligence. In fact, per student achievement, Greenvale Park beat the odds between 2007 and 2012 as its at-risk student population grew while only experiencing a slight dip in academic proficiency in reading. Later on in this narrative the reader will be provided with specific data that illustrates a change. It will also illustrate a new challenge that combines disproportionate numbers of multiple at-risk factors and the new National High Common Core Standards.

National Common Core Standards:

The partnership between parents, teachers, and the Greenvale Park administration fosters a "can do" attitude. It this "can do" attitude that will fuel our journey forward. To ensure continued success in this endeavor we believe we will need to craft the new common core standards into a guaranteed and viable curriculum. Given Greenvale Park's unique student population, the absence of a guaranteed and viable curriculum will serve to increase the achievement gap as manifested last spring in the MCA III data.

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. Simply put, the academic rigor has increased in order to improve our positioning in the global market place as well as in order to improve the quality of lives our children will experience in an ever changing, fast paced, technologically advanced society of the future. In other words, the National High Common Core Standards are prepared to deliver, "educational excellence that empowers all learners to participate in our dynamic world."

We're eager to begin. However, we also need to be prepared not to fall victim to common pitfalls other schools experience as we continue to endeavor in our current curricular initiatives.

Implications of Assessment Results and the Incompletion of Action Steps:

In the fall of 2012, administration agreed to launch the implementation of Response to Intervention (RtI) by assigning the newly hired RtI Specialists the task of assessing whether each school provided a *guaranteed and viable* Tier I curriculum. Therefore, for the purpose of being unified in decision-making, the Greenvale Park Staff Development Site Council (SDSC) wrote this task into its 2012-2013 School Improvement Plan. District conversations, however, repurposed Greenvale Park RtI Specialist responsibilities by tasking them to begin Tier II problem solving and intervention development. This shift has been problematic for Greenvale Park on a number of levels--the first being the new implementation of the National High Common Core Standards.

Guaranteed and Viable Curriculum

1. A *viable curriculum* is a curriculum that is actually deliverable in the time that teachers spend with their students.
2. A *guaranteed curriculum* is one that every child receives.

The National High Common Core State Standards have created an opportunity for Greenvale Park to explore the possibility of determining what is actually deliverable in the time a teacher spends with students. Obviously, what is "deliverable" will have to be prioritized so that the concepts taught will mutually reinforce one another in order to maximize learning. When a school reaches the stage at which Greenvale Park finds themselves (See Figure 1) it has to reevaluate and prioritize how it spends its time in assessment and in curriculum.

Mike Schmoker wrote the book *Results Now: Unprecedented Improvements in Teaching and Learning*, which was a finalist for the book of the year according to the Association of Education Publishers. In it he relates that a viable curriculum is simplified, condensed, and taught to mastery. In today's classroom, if curriculum is not simplified, condensed, and taught to mastery there will be consequences. Jim Wright, a national RtI expert, elucidates when he writes that *school districts commonly make the mistake of beginning RtI implementation by skipping the fidelity check of guaranteeing a viable curriculum in every classroom. Instead, they move immediately to problem solving, assessment (usually more), and the implementation of interventions.*

There are a number of consequences to this practice. The most obvious consequence being, a curriculum that cannot be delivered in the time a teacher spends with his/her students creates gaps in a child's knowledge. Those gaps are manifested on norm-referenced and criterion-referenced high-stakes accountability tests as well as on curriculum-based measurements used for universal screening. The result: more students are identified on the RtI problem-solving continuum in Tier II and Tier III for no more and no less a reason

than teachers having to pick and choose important topics based on last year’s data. In this environment, students move from grade level to grade level knowing *different* things when teachers are forced to pick and choose important topics based on data sown by gaps created by the previous year’s excessive curriculum. Excessive or spiral curriculums that require more minutes of instruction than are available in the academic day are corrosive to the academic achievement of whole school populations. This is particularly problematic for schools with higher concentrations of multiple at-risk subgroups of students. It is further confounded by a disproportionate amount of time spent in assessment. If nationally norm-referenced and criterion-referenced high-stakes accountability tests were not used to determine a child’s ability to think critically and to read with understanding, there wouldn’t be a problem. But since they are used in this manner (as well they should be) Greenvale Park will need to think of a way to maneuver through the waters of critical thinking and reading with understanding in a manner that identifies key curricular topics so that the implementation of the curriculum is doable.

The 2008 National Math Advisory Panel Report made this recommendation. “The areas to be studied in mathematics from pre-kindergarten through eighth grade should be streamlined and a well defined set of the most important topics emphasized in the early grades. Any approach that revisits topics year after year without bringing them to closure should be avoided.” The panel went on to recommend that proficiency with whole numbers, fractions, and certain aspects of geometry and measurement are the foundations for algebra. Of these, knowledge of fractions is the most important foundational skill not developed among American students. They also found that conceptual understanding, computational and procedural fluency, and problem solving skills are equally important and mutually reinforce each other. Finally, they recommended students should develop immediate recall of arithmetic facts to free the “working memory” for solving more complex problems.

Condensed + Simplified + Taught to mastery = Viable Curriculum

The Need to Re-Evaluate the Core Curriculum:

Fueled by the introduction of the new National High Common Core Standards in correlation with a continued increase and therefore imbalance in enrollment, English learners, children in poverty, children of color, and higher performing students, Greenvale Park will need to re-evaluate the core curriculum. Historically, this has not been the case. Such has been the case, however, for the past three years—first in math and now in reading. The new National High Common Core Standards have raised the bar for all students and the Greenvale Park curriculum of the past cannot do the heavy lifting any longer given our perennially changing student population.

By way of example, consider this data from eight years ago in 2005-2006.

| MCA READING PROFICIENCY | 2005-2006 | 2005-2006 | 2005-2006 |
|-------------------------|-----------|-----------|-----------|
| | BW | GVP | SB |
| Percent Proficient | 85% | 88% | 81% |
| Percent Non-Proficient | 15% | 12% | 19% |

In 2005-2006, the three elementary schools in Northfield had approximately the same demographics. The core curriculum was adequate to the task of addressing the needs of all students. It addressed the needs of approximately 80% of the mainstream population.

Now refer to the excerpt below that refers to the data shown above. The excerpt is from the Evidence of Need component in Greenvale Park’s 2006-2007 School Improvement Plan

We believe that all students can learn, grow, and succeed. In reviewing MCA and TEAE test scores over time, it became evident that the majority of students who were not proficient (Level I and Level II) had one or more risk factors that impacted their learning. The risk factors cited included students learning English as a second language, students qualifying for Special Education services, students qualifying for free/reduced lunch, students lacking motivation in school, and finally, students with distressed family situations.

Analyzing the most recent MCA scores shows that 18 third graders scored below the proficient level. 13 of these 18 students (72%) were identified with one or more of these risk factors. In addition, data illustrates that Greenvale Park’s demographic composite is rapidly changing. Our school’s free/reduced lunch population has jumped from 18% in 2004-05 to 29% current school year 2006-07. Our ELL population has grown from 10% two years ago to 14% at the start of the 2006-07 school year.

In the ten-year period between 2004 and 2013, this was the first time Greenvale Park faculty identified a rise in multiple at-risk factors (per the raft of research correlating student achievement and students with multiple at-risk factors) as a challenge. In the spring of that year reading proficiency went downward by 9%. See table below.

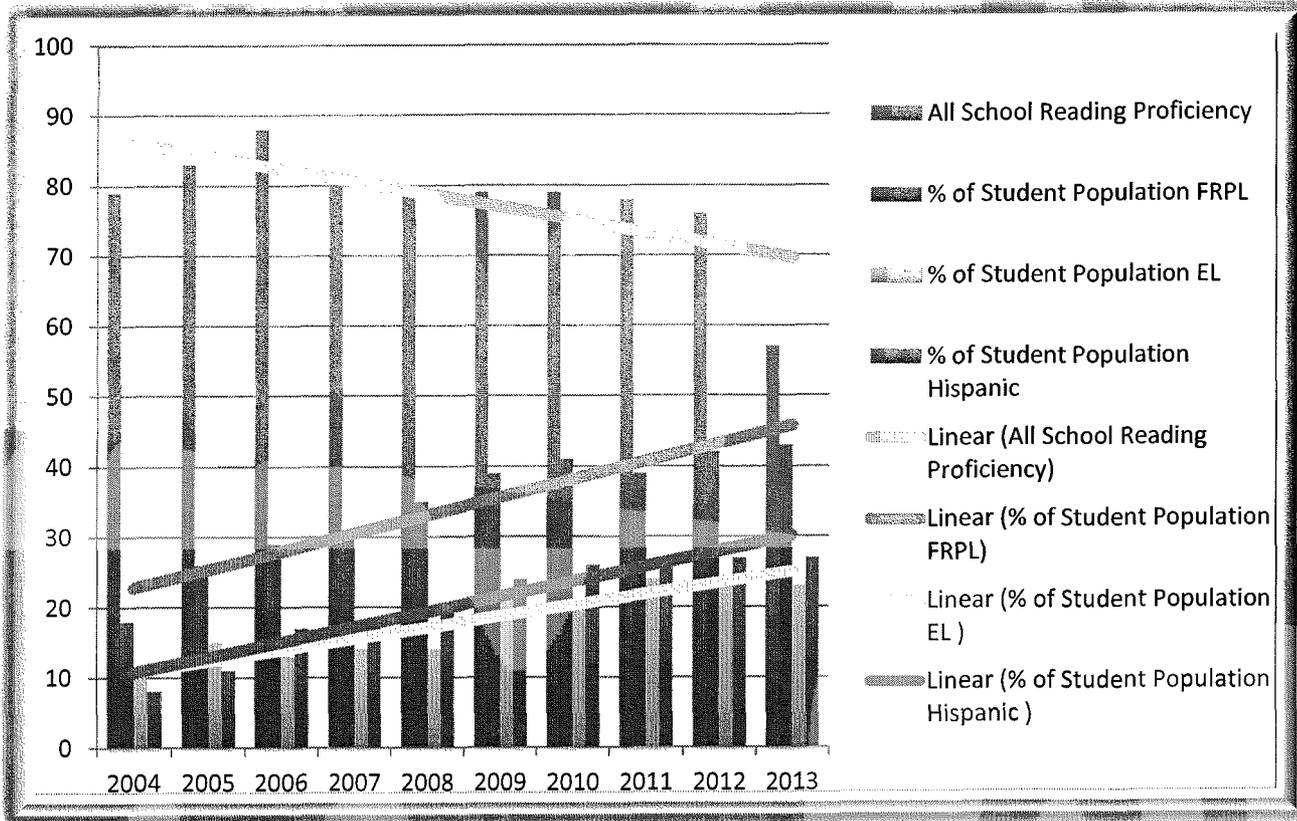
| MCA READING PROFICIENCY | 2006-2007 | 2006-2007 | 2006-2007 |
|-------------------------|-----------|-----------|-----------|
|-------------------------|-----------|-----------|-----------|

| | BW | GVP | SB |
|------------------------|-----|-----|-----|
| Percent Proficient | 82% | 79% | 79% |
| Percent Non-Proficient | 18% | 21% | 21% |

However, Greenvale Park remained at approximately the same level of proficiency as the rest of the district. This is an important dynamic to note. Here's why. The core curriculum appeared to be a viable--deliverable.

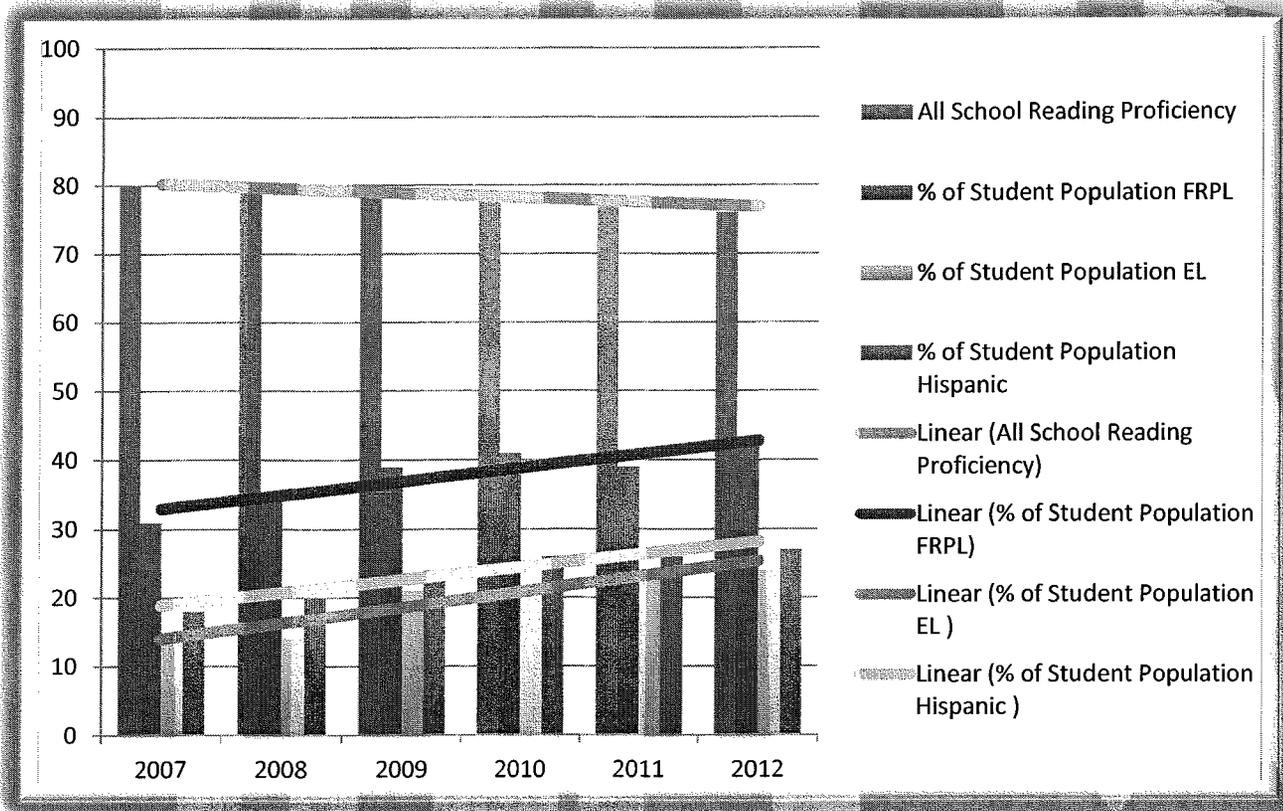
Another way of saying this is, the core reading curriculum fit approximately 80% of the mainstream classrooms across the district. Now consider these 10-year trends.

READING PROFICIENCY AND SUBGROUP TRENDS 2004-2013



The data in this graph show longitudinal trends over a ten-year period. It manifests the raft of research relating to the correlation between student achievement and a rise in poverty, second language poverty, and children of color. However, it also manifests a successful program between 2007 and 2012. See chart below.

READING PROFICIENCY AND SUBGROUP TRENDS 2007-2012



The data in this graph show longitudinal trends over a six-year period. Although a slight decrease can be seen, it shows a relative sustained level of all school reading proficiency while a rise existed in poverty, second language poverty, and children of color. This is also due in large part to the belief we hold to be true regarding all children being able to learn regardless of their circumstance. The curriculum remained viable—deliverable.

Now consider data from the spring of 2013.

1. 43% of our student population in grades 3-5 were not proficient in reading in the spring of 2013 using the MCA III as a measuring stick and were therefore in need of Tier II, III support.
2. 40% of our student population in grades 3-5 were not proficient in math in the spring of 2013 using the MCA III as a measuring stick and were therefore in need of Tier II, III support.

Now consider current data from the fall of 2013.

1. 53% of our student population did not meet the reading benchmarks on our fall universal screening assessment in the fall of 2013 and are therefore in need of Tier II support.
2. 63% of our student population did not meet the math benchmarks on our fall universal screening assessment in the fall of 2013 and are therefore in need of Tier II support.

These data sets coincide with the additional rigor of the National High Common Core Standards and indicate that Greenvale Park is in need of a thoughtful analysis regarding its Tier I core curriculum, its delivery system, and assessment practices. The six-year period between 2007 and 2012 manifested a viable curriculum for approximately 80% of the mainstream student population. A 57% overall proficiency in the spring of 2013 is problematic. Based on current data, Greenvale Park’s core reading curriculum is deliverable for approximately 40-50% of its mainstream student population. Meaning, by RtI standards, 50-60% of its student population is in Tier II or Tier III needing intervention. This should not be the case. It is likely the case, however, because we do not have a viable curriculum.

A viable curriculum that is guaranteed in every classroom is an important next step for Greenvale Park.

Additional Insights:

We need to significantly reduce the number of minutes classroom teachers spend assessing student progress. Increased time on-task alone would reduce the number of students in need of Tier II/Tier III problem solving.

We need to provide professional development for 3rd, 4th and 5th grade teachers who are seeing increasingly higher numbers of students reading at K, 1st, and 2nd grade levels.

We need to provide professional development for all teachers with respect to understanding the nature of poverty as well as the social/emotional/behavioral needs of all students.

1. Per Board/Superintendent approval and in alignment with our 2012-2013 SIP, we hired a consultant in PBIS to support children and teachers, however, we delayed the implementation per a request from district personnel.

Between September, 2012 and February, 2013 the data showed 100 out of 175 non-proficient students making adequate growth toward grade level proficiency. This is good news! However, in that same period of time, the data showed 75 out of the 175 non-proficient students with flat growth toward grade level proficiency on their progress monitoring charts using DIBELS as an indicator of success. Numerous interventions had taken place across the 75 students over time. They were in need of a problem-solving group (SST) in order to ascertain the underlying cause of the flat growth. Given 16 weeks left in the school year the non-proficiency went unresolved due to the high volume of students in need of problem-solving.

1. We need to allocate more resources to the SST at Greenvale Park. We are not staffed to hold the number of problem solving meetings that are required in order to give all students the same opportunities for growth.
2. It has been said that EL students will not to be brought to SST because they receive a Tier II service with EL instructors. Many of the previously mentioned 75 non-proficient students received EL instruction. Many of them were not making academic growth commensurate with their grade level language peers. The practice of excluding ELs from SST due to a race/language difference needs to be revisited.
3. We need to revamp and streamline the problem solving process used at SST in order to meet the demands of a rise in poverty, second language poverty, and children of color.
4. We need to extend problem-solving conversations at SST over a 1-5 year time line.

The Greenvale Park Staff Development Site Council (SDSC) will need to give careful consideration to these issues as they develop the 2013-2014 School Improvement Plan.

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

State the Site Improvement Objective:

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

This Site Improvement Objective is: New Continuing

State the Student Achievement Goal:

We will increase the percent proficiency for grades 3-5 in math from 70.04% in spring 2012 to 75.00% in spring 2013 as measured by the MCA III Math state assessment.

Which action plan steps were completed?

Under the supervision of Heather Ryden, AmeriCorps Math Tutor will identify at-risk students using the Math MCA III spring assessment.

Formative Assessments will continue to be developed by each grade level PLC to measure progress in essential learning.

Title I Math Teachers will identify at-risk students as one standard deviation below the grade level median on the FALL, Math MAP assessment. Title I Math Teachers will implement math interventions starting with students who have been identified as at-risk.

Professional Learning Communities (PLC) will meet to examine student work and reflect on how our students are progressing in essential learning. Professional Learning Communities (PLC) will meet to address the challenges of the coordination and implementation of the essential learning for below grade level students.

We will continue to develop the practice of meeting the instructional needs of our students at their instructional level. We will provide assistance to children who are having difficulty learning through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. We will continue to provide support to students who need to be challenged.

We are continuing RtI to implement and reflect on progress monitoring. We will pursue professional development to help us implement curriculum-based measures.

We will teach math at the instructional level of our students (FLEX).

We will explore ways in which we can add more minutes to Math instruction. Formative assessments monitored by Grade Level PLCs.

Formative assessments monitored by Grade Level PLCs.

Summative assessments monitored by Grade Level PLCs

Universal Screening of Math Probes.

Progress Monitoring for at-risk students.

Data-based Team will review building-wide data to monitor student growth.

Which of these steps were especially powerful?

In fifth grade, formative assessments were useful because they focused on the essential learning in each unit. By focusing on the essential learning we increased instructional minutes.

PLC implementation was powerful.

Meeting the instructional needs of students at their instructional level through FLEX(3-5) and differentiation (K-2).

Which of these steps were not completed?

For Third Grade: Title I Math Teachers will identify at-risk students as one standard deviation below the grade level median on the fall Math MAP assessment.

Title I Math Teachers will implement math interventions starting with students who have been identified as at-risk.

Universal Screening of Math Probes.

In Title I: Progress Monitoring for at-risk students in grade 3.

Provide evidence that your objective was achieved or not achieved.

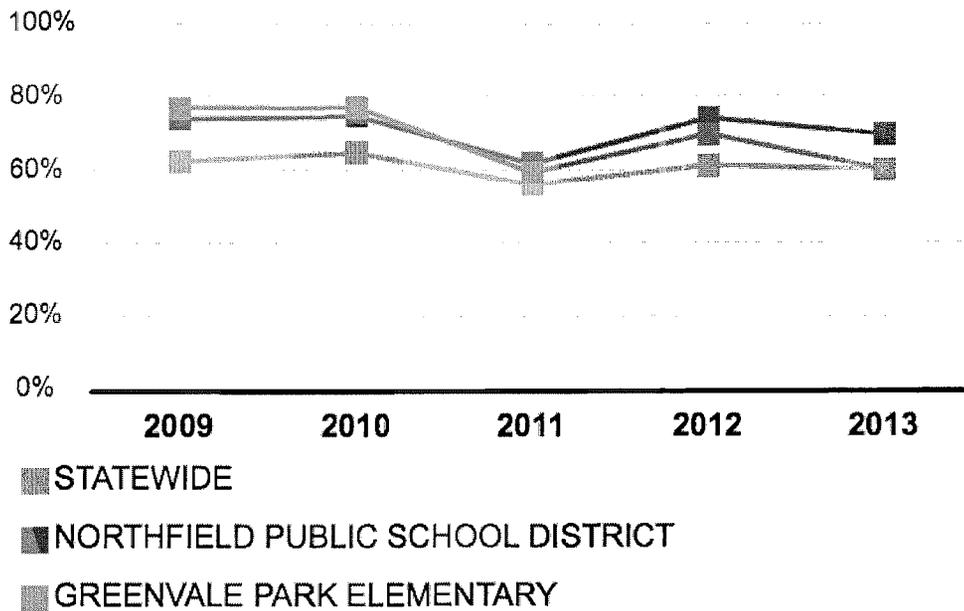
We will increase the percent proficiency for grades 3-5 in math from 70.04% in spring 2012 to 75.00% in spring 2013 as measured by the MCA III Math state assessment.

RESULT: We saw a 10.1% decrease in proficiency in grades 3-5 in math by spring, 2013 using the MCA III Math state assessment.

Trend Proficiency

Math All Grades

All Students



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

The implications for reading apply to math in terms of a guaranteed and viable curriculum.

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

State the Site Improvement Objective:

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

This Site Improvement Objective is: New Continuing

State the Student Achievement Goal:

We will establish a baseline for all students with respect to behavior by collecting bottom line data between 9-4-12 and 6-4-13. In the subsequent two year period following the 2012-2013 school year, we will set goals for decreasing the frequency of bottom lines through positive reinforcement of replacement behaviors.

We will establish a baseline for all students with respect to fix-it behavior by collecting fix-it data between 9-4-12 and 6-4-13. In the subsequent two-year period following the 2012-2013 school year, we will set goals for decreasing this participation.

We will establish a baseline for communication with our parent community by developing a Parent Survey in order to collect communication data from parents between 9-4-12 and 6-4-13. In the subsequent two-year period following the 2012-2013 school year, we will set goals, based on this data, for improving this communication.

Greenvale Park will establish a baseline of annual events that will draw parents into the building in order to provide parents with opportunities to grow as parents. In the subsequent two-year period following the 2012-2013 school year, we will set goals, based on this data, for increasing the number of opportunities afforded parents.

Which action plan steps were completed?

Parent Involvement

Recruit Parent Volunteers

Parent involvement

Fabulous Friday Breakfasts

We will survey parents as they leave for future topics

Parent Involvement

Track parent involvement in order to determine the level of involvement

Parent Involvement

Track student involvement in leadership and performance in order to determine the level of participation

Parent information

Monthly Parent News from Parent Liaisons

Parent information

Audio Gecko Gazettes

Parent information

Parent Communication Survey

Parent information

Parent Participation Survey

Family-school Connection

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Family Fun Dance

Family-school Connection

Evening of the Arts

Family-school Connection

Greenvale Grandstand Family Picnic

Family-school Connection

Connected Kids Mentoring

Child Connections

PBIS Workshop

Greenvale Park will create a positive social, emotional, behavioral culture.

GVP will create individual behavioral supports needed to achieve academic and social, emotional success for all students.

Child Connections

Core Essentials

Character Education Program Monthly Traits

Respect

Individuality

Cooperation

Compassion

Determination

Honesty

Friendship

Peace

Child Connections

Monthly Building-Wide Meetings

We will recognize students who

Set a Goal

Persevere

Succeed.

Parent Connections

BOOK STUDY WITH PRINCIPAL

“If Aristotle’s Kid Had an iPod.”

Which of these steps were especially powerful?

They are all interconnected and they are all important. One without the other diminishes the results we are getting.

Which of these steps were not completed?

Child Connections

SWIS Software for Collecting Behavioral Data

We will pilot the implementation of SWIS Software for behavioral data collection. This software is used in SW-PBIS schools in order to identify building academic and social, emotional needs.

Provide evidence that your objective was achieved or not achieved.

We will track each student in the building who participates in student recognition or peer performance/leadership at GVP in a variety of venues during the 2012-2013 school year. We will establish a baseline for all students to determine the percentage of students who participate in performance or leadership roles. In the subsequent two year period following the 2012-2013 school year, we will set goals for increasing student participation in leadership and performance roles and for increasing parent involvement when their students lead and perform.

DATA: See table file for student data.

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We will establish a baseline for all students with respect to fix-it behavior by collecting fix-it data between 9-4-12 and 6-4-13. In the subsequent two-year period following the 2012-2013 school year, we will set goals for decreasing this participation.

We will establish a baseline for all students with respect to behavior by collecting bottom line data between 9-4-12 and 6-4-13. In the subsequent two year period following the 2012-2013 school year, we will set goals for decreasing the frequency of bottom lines through positive reinforcement of replacement behaviors.

DATA: Baseline Data for 2012-2013

| QUARTER | FIX ITS | BOTTOM LINES |
|----------------|---------|--------------|
| One | 78 | 17 |
| Two | 77 | 20 |
| Three | 56 | 27 |
| Four | 45 | 45 |
| TOTALS: | 256 | 111 |

| QUARTER | THINKING AND PLANNING |
|----------------|-----------------------|
| One | 733 |
| Two | 904 |
| Three | 1,111 |
| Four | 695 |
| TOTALS: | 3,443 |

We will establish a baseline for communication with our parent community by developing a Parent Survey in order to collect communication data from parents between 9-4-12 and 6-4-13. In the subsequent two-year period following the 2012-2013 school year, we will set goals, based on this data, for improving this communication.

DATA: See table file for student data.

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

We will implement our plan for the school year 2013-2014 and measure our success using the baseline data.

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

VISION: What we hope to become

Building Vision Statement:

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

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

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

Building Statement of Collective Commitments:

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

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

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:

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

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?

NORTHFIELD PUBLIC SCHOOLS

| GVP | Grades 3-5 Reading MCA 2012 | # of Students | % Proficient | # Proficient |
|-------|-----------------------------|---------------|--------------|--------------|
| | 3 | 83 | 67.5 | 56 |
| | 4 | 79 | 74.7 | 59 |
| | 5 | 91 | 84.6 | 77 |
| | | 253 | | 192 |
| | PERCENT PROFICIENT = | 75.9 | | |
| STATE | Grades 3-5 Reading MCA 2012 | # of Students | % Proficient | # Proficient |
| | 3 | 60981 | 80.4 | 49029 |
| | 4 | 59641 | 75.3 | 44910 |
| | 5 | 59045 | 79.4 | 46882 |
| | | 179667 | | 140820 |
| | PERCENT PROFICIENT = | 78.4 | | |
| | GAP | -2.5 | | |

| Difference 2012-2013 |
|----------------------------------|
| 0.21 |
| Index Rate for 10% Reduc. |
| 60.40 |
| 4.40 |
| Points |
| Points |

| GVP | Grades 3-5 Reading MCA 2013 | # of Students | % Proficient | # Proficient |
|-------|-----------------------------|---------------|--------------|--------------|
| | 3 | 82 | 52.4 | 43 |
| | 4 | 82 | 52.4 | 43 |
| | 5 | 77 | 63.6 | 49 |
| | | 241 | | 135 |
| | PERCENT PROFICIENT = | 56.0 | | |
| STATE | Grades 3-5 Reading MCA 2013 | # of Students | % Proficient | # Proficient |
| | 3 | 62389 | 57.2 | 35687 |
| | 4 | 61153 | 54 | 33023 |
| | 5 | 58557 | 63.8 | 37359 |
| | | 182099 | | 106068 |
| | PERCENT PROFICIENT = | 58.2 | | |
| | GAP | -2.3 | | |

| GVP | Grades 3-5 READING MCA 2012 | # of Students | % Proficient | # Proficient |
|-------|-----------------------------|---------------|--------------|--------------|
| White | 3 | 60 | 76.7 | 46 |
| | 4 | 56 | 83.9 | 47 |
| | 5 | 69 | 92.8 | 64 |
| | | 185 | | 157 |
| | PERCENT PROFICIENT = | 84.9 | | |
| STATE | Grades 3-5 READING MCA 2012 | # of Students | % Proficient | # Proficient |
| White | 3 | 44043 | 86.6 | 38141 |
| | 4 | 43040 | 82.7 | 35594 |
| | 5 | 43293 | 85.7 | 37102 |
| | | 130376 | | 110837 |
| | PERCENT PROFICIENT = | 85.0 | | |
| | GAP | -0.1 | | |

| Difference 2012-2013 |
|----------------------------------|
| 0.81 |
| Index Rate for 10% Reduc. |
| 70.77 |
| 3.35 |
| Points |
| Needed |

| GVP | Grades 3-5 READING MCA 2013 | # of Students | % Proficient | # Proficient |
|-------|-----------------------------|---------------|--------------|--------------|
| White | 3 | 60 | 63.3 | 38 |
| | 4 | 59 | 66.1 | 39 |
| | 5 | 56 | 73.2 | 41 |
| | | 175 | | 118 |
| | PERCENT PROFICIENT = | 67.4 | | |
| STATE | Grades 3-5 READING MCA 2013 | # of Students | % Proficient | # Proficient |
| White | 3 | 43927 | 65.8 | 28904 |
| | 4 | 43862 | 61.9 | 27151 |
| | 5 | 42292 | 71.9 | 30408 |
| | | 130081 | | 86462 |
| | PERCENT PROFICIENT = | 66.5 | | |
| | GAP | 0.9 | | |

| GVP | Grades 3-5 READING MCA 2012 | # of Students | % Proficient | # Proficient |
|-------|-----------------------------|---------------|--------------|--------------|
| FRPL | 3 | 32 | 40.6 | 13 |
| | 4 | 30 | 50 | 15 |
| | 5 | 33 | 69.7 | 23 |
| | | 95 | | 51 |
| | PERCENT PROFICIENT = | 53.7 | | |
| STATE | Grades 3-5 READING MCA 2012 | # of Students | % Proficient | # Proficient |
| FRPL | 3 | 24590 | 66.9 | 16451 |
| | 4 | 24041 | 58.5 | 14064 |
| | 5 | 22900 | 64.7 | 14816 |
| | | 71531 | | 45331 |
| | PERCENT PROFICIENT = | 63.4 | | |
| | GAP | -9.7 | | |

| Difference 2012-2013 |
|----------------------------------|
| -6.07 |
| Index Rate for 10% Reduc. |
| 31.01 |
| 7.67 |
| Points |
| Needed |

| GVP | Grades 3-5 READING MCA 2013 | # of Students | % Proficient | # Proficient |
|-------|-----------------------------|---------------|--------------|--------------|
| FRPL | 3 | 29 | 20.7 | 6 |
| | 4 | 32 | 18.8 | 6 |
| | 5 | 29 | 31 | 9 |
| | | 90 | | 21 |
| | PERCENT PROFICIENT = | 23.3 | | |
| STATE | Grades 3-5 READING MCA 2013 | # of Students | % Proficient | # Proficient |
| FRPL | 3 | 25581 | 38 | 9721 |
| | 4 | 24390 | 35 | 8537 |
| | 5 | 23013 | 44.7 | 10287 |
| | | 72984 | | 28544 |
| | PERCENT PROFICIENT = | 39.1 | | |
| | GAP | -15.8 | | |

| GVP | Grades 3-5 READING MCA 2012 | # of Students | % Proficient | # Proficient |
|-------|-----------------------------|---------------|--------------|--------------|
| FRPL | 3 | 10 | 40 | 4 |
| White | 4 | 11 | 54.5 | 6 |
| | 5 | 14 | 85.7 | 12 |
| | | 35 | | 22 |
| | PERCENT PROFICIENT = | 62.8 | | |
| STATE | Grades 3-5 READING MCA 2012 | # of Students | % Proficient | # Proficient |
| FRPL | 3 | 12230 | 76.6 | 9368 |
| White | 4 | 11881 | 69.5 | 8257 |
| | 5 | 11478 | 74.8 | 8586 |
| | | 35589 | | 26211 |
| | PERCENT PROFICIENT = | 73.6 | | |
| | GAP | -10.8 | | |

| Difference 2012-2013 |
|----------------------------------|
| -9.25 |
| Index Rate for 10% Reduc. |
| 37.27 |
| 6.97 |
| Points |
| Needed |

| GVP | Grades 3-5 READING MCA 2013 | # of Students | % Proficient | # Proficient |
|-------|-----------------------------|---------------|--------------|--------------|
| FRPL | 3 | 10 | 30 | 3 |
| White | 4 | 11 | 27.3 | 3 |
| | 5 | 12 | 33.3 | 4 |
| | | 33 | | 10 |
| | PERCENT PROFICIENT = | 30.3 | | |
| STATE | Grades 3-5 READING MCA 2013 | # of Students | % Proficient | # Proficient |
| FRPL | 3 | 12113 | 49.4 | 5984 |
| White | 4 | 11806 | 45.9 | 5419 |
| | 5 | 11210 | 56.1 | 6289 |
| | | 35129 | | 17692 |
| | PERCENT PROFICIENT = | 50.4 | | |
| | GAP | -20.1 | | |

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| GVP | Grades 3-5 READING MCA 2012 | # of Students | % Proficient | # Proficient |
|-----------------------------------|-----------------------------|---------------|--------------|--------------|
| FRPL | 3 | 21 | 38.1 | 8 |
| HISP | 4 | 19 | 47.4 | 9 |
| | 5 | 19 | 57.9 | 11 |
| | | 59 | | 28 |
| PERCENT PROFICIENT = | | 47.5 | | |
| STATE Grades 3-5 READING MCA 2012 | | | | |
| FRPL | 3 | 3763 | 55.3 | 2081 |
| HISP | 4 | 3738 | 47.1 | 1761 |
| | 5 | 3459 | 53.7 | 1857 |
| | | 10960 | | 5699 |
| PERCENT PROFICIENT = | | 52.0 | | |
| GAP | | -4.5 | | |

| Difference 2012-2013 |
|----------------------------------|
| -3.65 |
| Index Rate for 10% Reduc. |
| 27.68 |
| 8.04 |
| Points Needed |

| GVP | Grades 3-5 READING MCA 2013 | # of Students | % Proficient | # Proficient |
|-----------------------------------|-----------------------------|---------------|--------------|--------------|
| FRPL | 3 | 19 | 15.8 | 3 |
| HISP | 4 | 20 | 15 | 3 |
| | 5 | 17 | 29.4 | 5 |
| | | 56 | | 11 |
| PERCENT PROFICIENT = | | 19.6 | | |
| STATE Grades 3-5 READING MCA 2013 | | | | |
| FRPL | 3 | 4306 | 26.2 | 1128 |
| HISP | 4 | 3859 | 24.7 | 953 |
| | 5 | 3603 | 33.1 | 1193 |
| | | 11768 | | 3274 |
| PERCENT PROFICIENT = | | 27.8 | | |
| GAP | | -8.2 | | |

| GVP | Grades 3-5 READING MCA 2012 | # of Students | % Proficient | # Proficient |
|-----------------------------------|-----------------------------|---------------|--------------|--------------|
| FRPL | 3 | 15 | 26.7 | 4 |
| EL | 4 | 15 | 40 | 6 |
| | 5 | 15 | 40 | 6 |
| | | 45 | | 16 |
| PERCENT PROFICIENT = | | 35.6 | | |
| STATE Grades 3-5 READING MCA 2012 | | | | |
| FRPL | 3 | 5534 | 49.9 | 2761 |
| EL | 4 | 5261 | 38.4 | 2020 |
| | 5 | 4458 | 40.9 | 1823 |
| | | 15253 | | 6605 |
| PERCENT PROFICIENT = | | 43.3 | | |
| GAP | | -7.7 | | |

| Difference 2012-2013 |
|----------------------------------|
| 3.54 |
| Index Rate for 10% Reduc. |
| 22.00 |
| 8.67 |
| Points Needed |

| GVP | Grades 3-5 READING MCA 2013 | # of Students | % Proficient | # Proficient |
|-----------------------------------|-----------------------------|---------------|--------------|--------------|
| FRPL | 3 | 17 | 5.9 | 1 |
| EL | 4 | 15 | 13.3 | 2 |
| | 5 | 13 | 23.1 | 3 |
| | | 45 | | 6.00 |
| PERCENT PROFICIENT = | | 13.3 | | |
| STATE Grades 3-5 READING MCA 2013 | | | | |
| FRPL | 3 | 6070 | 18.8 | 1141 |
| EL | 4 | 4894 | 14.7 | 719 |
| | 5 | 4488 | 18.9 | 848 |
| | | 15452 | | 2708.81 |
| PERCENT PROFICIENT = | | 17.5 | | |
| GAP | | -4.2 | | |

| GVP | Grades 3-5 READING MCA 2012 | # of Students | % Proficient | # Proficient |
|-----------------------------------|-----------------------------|---------------|--------------|--------------|
| FRPL | 3 | 15 | 26.7 | 4 |
| EL | 4 | 15 | 40 | 6 |
| HISP | 5 | 15 | 40 | 6 |
| | | 45 | | 16 |
| PERCENT PROFICIENT = | | 35.6 | | |
| STATE Grades 3-5 READING MCA 2012 | | | | |
| FRPL | 3 | 2405 | 46.9 | 1128 |
| EL | 4 | 2357 | 36.7 | 865 |
| HISP | 5 | 1971 | 39.4 | 777 |
| | | 6733 | | 2770 |
| PERCENT PROFICIENT = | | 41.1 | | |
| GAP | | -5.6 | | |

| Difference 2012-2013 |
|----------------------------------|
| 3.05 |
| Index Rate for 10% Reduc. |
| 22.59 |
| 8.60 |
| Points Needed |

| GVP | Grades 3-5 READING MCA 2013 | # of Students | % Proficient | # Proficient |
|-----------------------------------|-----------------------------|---------------|--------------|--------------|
| FRPL | 3 | 16 | 6.3 | 1 |
| EL | 4 | 14 | 14.3 | 2 |
| HISP | 5 | 13 | 23.1 | 3 |
| | | 43 | | 6 |
| PERCENT PROFICIENT = | | 14.0 | | |
| STATE Grades 3-5 READING MCA 2013 | | | | |
| FRPL | 3 | 2749 | 17.1 | 470 |
| EL | 4 | 2182 | 14.2 | 310 |
| HISP | 5 | 1967 | 18.2 | 358 |
| | | 6898 | | 1138 |
| PERCENT PROFICIENT = | | 16.5 | | |
| GAP | | -2.5 | | |

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*)."**

READING PLC SMART AND BUILDING GOALS 2013-2014

We will reduce the number of EL students who scored NON-PROFICIENT in reading in the SPRING MCA III of 2013 by 10% in the spring MCA III of 2014.

We will reduce the number of White of Non-Hispanic origin FRPL students who scored NON-PROFICIENT in reading in the SPRING MCA III of 2013 by 10% in the spring MCA III of 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 | <i>Continue to use the district's <u>Language Arts Frameworks</u> as well as the <u>Language Arts Beliefs</u> outlined in the <u>Elementary Language Arts Tutorials</u> to fully embed reader's workshop and word study in our instruction.</i> | Sept. 2013 | Ongoing | <i>Classroom Teachers, RtI Coach, Academic Support Staff (Title 1, Read 180, EL, SPED)</i> | | <i>Benchmarking periods are: Sept, Jan. and May Progress Monitoring is done bi-weekly all year MCA: April, 2014</i> | <i>MAP, MCA, DIBELS, BAS</i> |
| 2 | <i>Continue to use the <u>Reader's Workshop Model</u> for Core Reading Instruction and offer a <u>Balanced Literacy</u> approach as a means to teach students at their instructional level and differentiate as needed.</i> | Sept. 2013 | Ongoing | <i>Classroom Teachers, RtI Coach, Academic Support Staff (Title 1, Read 180, EL, SPED)</i> | | <i>Benchmarking periods are: Sept, Jan. and May Progress Monitoring is done bi-weekly all year MCA: April, 2014</i> | <i>MAP, MCA, DIBELS, BAS</i> |
| 3 | <i>Use the <u>optimal learning model</u> to</i> | Sept. 2013 | Ongoing | <i>Classroom Teachers, RtI</i> | | <i>Daily</i> | <i>Formative Assessments</i> |

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| | | | | | | | |
|----------|--|-------------------|----------------|--|--|---|---|
| | <i>guide instruction and explicitly teach comprehension strategies and decoding skills.</i> | | | <i>Coach, Academic Support Staff (Title 1, Read 180, EL, SPED)</i> | | | <i>and Summative Assessments</i> |
| 4 | <i>Use the DIBELS Reading assessment to benchmark all students (3 times a year) and progress monitor students below benchmark (once every 1-2 weeks).</i> | Sept. 2013 | Ongoing | <i>Classroom Teachers, Title 1, Read 180, SpEd, RtI Coach, EAs</i> | | <i>Benchmark Periods: Sept, Jan. and May</i> <i>Progress Monitoring is bi-weekly</i> | DIBELS Reading |
| 5 | <i>Use reading flex time to further differentiate instruction and teach students at their instructional level.</i> | Sept. 2013 | Ongoing | <i>Classroom Teachers, RtI Coach, Academic Support Staff</i> | | | DIBELS Reading, MAP, MCA, BAS, Words Their Way (WTW) |
| 6 | <i>Professional Learning Community (PLC) teams will enhance core instruction and student learning by addressing the Five Critical Questions of PLCs:</i> <i>1. What do students need to</i> | Sept. 2013 | Ongoing | <i>PLC Teams, RtI Coach, Principal</i> | | <i>Weekly Meetings: 7:45 -8:45 am</i> | DIBELS Reading, MAP, MCA, BAS, WTW, PLC Team Documents |

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| | | | | | | | |
|---|---|--------------------------|-----------------------|-------------------------|--|--|--|
| | <p><i>know? (Essential Learnings/Skills)</i></p> <p><i>2. How will we know if they have learned it? (Formative and Summative Assessment)</i></p> <p><i>3. What will we do when they haven't learned it? (Differentiation, Remediation, Intervention)</i></p> <p><i>4. What will we do when they have already learned it? (Differentiation, Enrichment, Extension)</i></p> <p><i>5. How can we improve our practice? (Collaboration, Action Research, Professional Learning)</i></p> | | | | | | |
| 7 | <p><i>Provide teachers with data, resources, staff development and support in the area of reading.</i></p> | <p><i>Sept. 2013</i></p> | <p><i>Ongoing</i></p> | <p><i>RtI Coach</i></p> | | <p><i>On-going as needed along with monthly staff meetings</i></p> | <p><i>Intervention Tracking Data, Unit Assessments, DIBELS Reading, MAP, MCA</i></p> |

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| | | | | | | | |
|----|--|------------|----------------|---|--|---|--|
| 8 | Implement interventions for selected students who are below benchmark | Sept. 2013 | Ongoing | Classroom Teachers, SpEd, Title I, Read 180, Minnesota Reading Corps (MRC)Member, EAs, RtI Coach | | Assess after each benchmark period | Intervention Tracking Data, DIBELS Reading, MAP, MCA |
| 9 | Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth. | Sept. 2013 | Ongoing | Building RtI Team, Licensed Staff, Support Staff | | SST meetings are Thursday afternoons | Intervention Tracking Data, DIBELS Reading, MAP, MCA, BAS, WTW, SST Documentation |
| 10 | Implement <u>Words Their Way</u> as a means of adding word study for vocabulary, phonics and spelling at children's instructional level. | Sept. 2013 | Ongoing | Classroom Teachers, RtI Reading Coach, Academic Support Staff | | | WTW inventory |

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| | | | | | | | |
|-----------|---|-------------------|----------------|--|---------------------------------|----------------------------|--|
| | | | | | | | |
| 11 | Implement the Fountas and Pinnell Benchmark Assessment System (BAS) as a way to assess children's reading level as well as to determine skill deficits in reading. | Sept. 2013 | Ongoing | Classroom teachers, RtI Reading Coach, Title 1 teachers | | Sept., Jan. and May | BAS (Benchmark Assessment System) |
| 12 | Increase reading engagement by establishing an open, leveled Media Center so children have access to books five days a week versus our past practice of book check outs once a week. | 9-4-12 | 6-6-14 | Media Center Instructor Media EAs Principal | Media Center | Sept., Jan. and May | Bi-Weekly Meetings with Media Center Instructor Principal |
| 13 | Creating greater access to leveled books for "just right" reading by continuing to level the Media Center (non-fiction). | 9-4-12 | 6-6-14 | Media Center Instructor Parent Liaisons Principal | Time Leveling System | Sept., Jan. and May | Meetings with Media Center Instructor Parent Liaisons Principal |

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:

Accelerate the math growth of students performing below grade level as measured by State MCA III scores

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?

NORTHFIELD PUBLIC SCHOOLS

| GVP | Grades 3-5 Math MCA 2012 | # of Students | % Proficient | # Proficient |
|-------|--------------------------|---------------|--------------|--------------|
| | 3 | 85 | 64.7 | 55 |
| | 4 | 80 | 77.5 | 62 |
| | 5 | 92 | 69.6 | 64 |
| | | 257 | | 181 |
| | PERCENT PROFICIENT = | 70.4 | | |
| STATE | Grades 3-5 Math MCA 2012 | # of Students | % Proficient | # Proficient |
| | 3 | 61356 | 75.6 | 46385 |
| | 4 | 59939 | 73.3 | 43935 |
| | 5 | 60031 | 62.3 | 37399 |
| | | 181326 | | 127720 |
| | PERCENT PROFICIENT = | 70.4 | | |
| | GAP | 0.0 | | |

Difference 2012-2013
-7.39
Index for 10% Reduc.
64.28

3.97
Points
Needed

| GVP | Grades 3-5 Math MCA 2013 | # of Students | % Proficient | # Proficient |
|-------|--------------------------|---------------|--------------|--------------|
| | 3 | 82 | 61 | 50 |
| | 4 | 82 | 58.5 | 48 |
| | 5 | 78 | 61.5 | 48 |
| | | 242 | | 146 |
| | PERCENT PROFICIENT = | 60.3 | | |
| STATE | Grades 3-5 Math MCA 2013 | # of Students | % Proficient | # Proficient |
| | 3 | 62707 | 71.5 | 44836 |
| | 4 | 61387 | 71.2 | 43708 |
| | 5 | 58864 | 60 | 35318 |
| | | 182958 | | 123861 |
| | PERCENT PROFICIENT = | 67.7 | | |
| | GAP | -7.4 | | |

| GVP | Grades 3-5 Math MCA 2012 | # of Students | % Proficient | # Proficient |
|-------|--------------------------|---------------|--------------|--------------|
| White | 3 | 61 | 75.4 | 46 |
| | 4 | 57 | 87.7 | 50 |
| | 5 | 69 | 81.2 | 56 |
| | | 187 | | 152 |
| | PERCENT PROFICIENT = | 81.3 | | |
| STATE | Grades 3-5 Math MCA 2012 | # of Students | % Proficient | # Proficient |
| White | 3 | 44158 | 83.4 | 36828 |
| | 4 | 43158 | 80.9 | 34915 |
| | 5 | 43848 | 70.1 | 30737 |
| | | 131164 | | 102480 |
| | PERCENT PROFICIENT = | 78.1 | | |
| | GAP | 3.2 | | |

Difference 2012-2013
-8.90
Index for 10% Reduc.
72.90

3.01
Points
Needed

| GVP | Grades 3-5 Math MCA 2013 | # of Students | % Proficient | # Proficient |
|-------|--------------------------|---------------|--------------|--------------|
| White | 3 | 60 | 68.3 | 41 |
| | 4 | 59 | 71.2 | 42 |
| | 5 | 57 | 70.2 | 40 |
| | | 176 | | 123 |
| | PERCENT PROFICIENT = | 69.9 | | |
| STATE | Grades 3-5 Math MCA 2013 | # of Students | % Proficient | # Proficient |
| White | 3 | 44015 | 80 | 35212 |
| | 4 | 43943 | 78.9 | 34671 |
| | 5 | 42402 | 67.7 | 28706 |
| | | 130360 | | 98589 |
| | PERCENT PROFICIENT = | 75.6 | | |
| | GAP | -5.7 | | |

Legend

| GVP | Grades 3-5 Math MCA 2012 | # of Students | % Proficient | # Proficient |
|-------|--------------------------|---------------|--------------|--------------|
| FRPL | 3 | 33 | 39.4 | 13 |
| | 4 | 30 | 50 | 15 |
| | 5 | 34 | 44.1 | 15 |
| | | 97 | | 43 |
| | PERCENT PROFICIENT = | 44.3 | | |
| STATE | Grades 3-5 Math MCA 2012 | # of Students | % Proficient | # Proficient |
| FRPL | 3 | 24858 | 59.9 | 14890 |
| | 4 | 24285 | 56.4 | 13697 |
| | 5 | 23579 | 43.4 | 10233 |
| | | 72722 | | 38820 |
| | PERCENT PROFICIENT = | 53.4 | | |
| | GAP | -9.1 | | |

Difference 2012-2013
-13.67
Index for 10% Reduc.
34.28

7.30
Points
Needed

| GVP | Grades 3-5 Math MCA 2013 | # of Students | % Proficient | # Proficient |
|-------|--------------------------|---------------|--------------|--------------|
| FRPL | 3 | 29 | 31 | 9 |
| | 4 | 32 | 21.9 | 7 |
| | 5 | 28 | 28.6 | 8 |
| | | 89 | | 24 |
| | PERCENT PROFICIENT = | 27.0 | | |
| STATE | Grades 3-5 Math MCA 2013 | # of Students | % Proficient | # Proficient |
| FRPL | 3 | 25794 | 53.8 | 13877 |
| | 4 | 24552 | 53.9 | 13234 |
| | 5 | 23229 | 40.7 | 9454 |
| | | 73575 | | 36565 |
| | PERCENT PROFICIENT = | 49.7 | | |
| | GAP | -22.7 | | |

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| GVP | Grades 3-5 Math MCA 2012 | # of Students | % Proficient | # Proficient |
|-------|--------------------------|---------------|--------------|--------------|
| FRPL | | 3 | 11 | 45.5 |
| White | | 4 | 11 | 54.5 |
| | | 5 | 14 | 64.3 |
| | | | 36 | 20 |
| | PERCENT PROFICIENT = | | 55.6 | |
| STATE | Grades 3-5 Math MCA 2012 | # of Students | % Proficient | # Proficient |
| FRPL | | 3 | 12280 | 72.1 |
| White | | 4 | 11948 | 67.6 |
| | | 5 | 11778 | 54 |
| | | | 36006 | 23291 |
| | PERCENT PROFICIENT = | | 64.7 | |
| | GAP | | -9.1 | |

Difference 2012-2013
-26.58
Index for 10% Reduc.
32.51

7.50
Points
Needed

| GVP | Grades 3-5 Math MCA 2013 | # of Students | % Proficient | # Proficient |
|-------|--------------------------|---------------|--------------|--------------|
| FRPL | | 3 | 10 | 30 |
| White | | 4 | 11 | 18.2 |
| | | 5 | 11 | 27.3 |
| | | | 32 | 8 |
| | PERCENT PROFICIENT = | | 25.0 | |
| STATE | Grades 3-5 Math MCA 2013 | # of Students | % Proficient | # Proficient |
| FRPL | | 3 | 12152 | 65.9 |
| White | | 4 | 11838 | 65.1 |
| | | 5 | 11242 | 50.5 |
| | | | 35232 | 21392 |
| | PERCENT PROFICIENT = | | 60.7 | |
| | GAP | | -35.7 | |

| GVP | Grades 3-5 Math MCA 2012 | # of Students | % Proficient | # Proficient |
|-------|--------------------------|---------------|--------------|--------------|
| FRPL | | 3 | 21 | 33.3 |
| HISP | | 4 | 19 | 47.4 |
| | | 5 | 17 | 29.4 |
| | | | 57 | 21 |
| | PERCENT PROFICIENT = | | 36.8 | |
| STATE | Grades 3-5 Math MCA 2012 | # of Students | % Proficient | # Proficient |
| FRPL | | 3 | 3818 | 48.5 |
| HISP | | 4 | 3779 | 44.8 |
| | | 5 | 3577 | 32.8 |
| | | | 11174 | 4718 |
| | PERCENT PROFICIENT = | | 42.2 | |
| | GAP | | -5.4 | |

Difference 2012-2013
-4.98
Index for 10% Reduc.
35.72

7.14
Points
Needed

| GVP | Grades 3-5 Math MCA 2013 | # of Students | % Proficient | # Proficient |
|-------|--------------------------|---------------|--------------|--------------|
| FRPL | | 3 | 19 | 31.6 |
| HISP | | 4 | 20 | 25 |
| | | 5 | 17 | 29.4 |
| | | | 56 | 16 |
| | PERCENT PROFICIENT = | | 28.6 | |
| STATE | Grades 3-5 Math MCA 2013 | # of Students | % Proficient | # Proficient |
| FRPL | | 3 | 4352 | 41.8 |
| HISP | | 4 | 3892 | 43 |
| | | 5 | 3655 | 31.2 |
| | | | 11899 | 4633 |
| | PERCENT PROFICIENT = | | 38.9 | |
| | GAP | | -10.4 | |

| GVP | Grades 3-5 Math MCA 2012 | # of Students | % Proficient | # Proficient |
|-------|--------------------------|---------------|--------------|--------------|
| FRPL | | 3 | 15 | 33.3 |
| EL | | 4 | 15 | 40 |
| | | 5 | 15 | 33.3 |
| | | | 45 | 16 |
| | PERCENT PROFICIENT = | | 35.5 | |
| STATE | Grades 3-5 Math MCA 2012 | # of Students | % Proficient | # Proficient |
| FRPL | | 3 | 5688 | 43.8 |
| EL | | 4 | 5390 | 41.4 |
| | | 5 | 4690 | 26.2 |
| | | | 15768 | 5952 |
| | PERCENT PROFICIENT = | | 37.7 | |
| | GAP | | -2.2 | |

Difference 2012-2013
-10.80
Index for 10% Reduc.
27.99

8.00
Points
Needed

| GVP | Grades 3-5 Math MCA 2013 | # of Students | % Proficient | # Proficient |
|-------|--------------------------|---------------|--------------|--------------|
| FRPL | | 3 | 17 | 17.6 |
| EL | | 4 | 15 | 20 |
| | | 5 | 13 | 23.1 |
| | | | 45 | 9.00 |
| | PERCENT PROFICIENT = | | 20.0 | |
| STATE | Grades 3-5 Math MCA 2013 | # of Students | % Proficient | # Proficient |
| FRPL | | 3 | 6205 | 37.3 |
| EL | | 4 | 5023 | 36.4 |
| | | 5 | 4654 | 23.6 |
| | | | 15882 | 5241.18 |
| | PERCENT PROFICIENT = | | 33.0 | |
| | GAP | | -13.0 | |

| GVP | Grades 3-5 Math MCA 2012 | # of Students | % Proficient | # Proficient |
|-------|--------------------------|---------------|--------------|--------------|
| FRPL | | 3 | 15 | 33.3 |
| EL | | 4 | 15 | 40 |
| HISP | | 5 | 15 | 33.3 |
| | | | 45 | 16 |
| | PERCENT PROFICIENT = | | 35.5 | |
| STATE | Grades 3-5 Math MCA 2012 | # of Students | % Proficient | # Proficient |
| FRPL | | 3 | 2488 | 40.5 |
| EL | | 4 | 2385 | 36 |
| HISP | | 5 | 2047 | 21.1 |
| | | | 6920 | 2298 |
| | PERCENT PROFICIENT = | | 33.2 | |
| | GAP | | 2.3 | |

Difference 2012-2013
-11.63
Index for 10% Reduc.
28.85

7.91
Points
Needed

| GVP | Grades 3-5 Math MCA 2013 | # of Students | % Proficient | # Proficient |
|-------|--------------------------|---------------|--------------|--------------|
| FRPL | | 3 | 16 | 18.8 |
| EL | | 4 | 14 | 21.4 |
| HISP | | 5 | 13 | 23.1 |
| | | | 43 | 9 |
| | PERCENT PROFICIENT = | | 20.9 | |
| STATE | Grades 3-5 Math MCA 2013 | # of Students | % Proficient | # Proficient |
| FRPL | | 3 | 2788 | 34.2 |
| EL | | 4 | 2208 | 33.2 |
| HISP | | 5 | 2021 | 21.6 |
| | | | 7017 | 2123 |
| | PERCENT PROFICIENT = | | 30.3 | |
| | GAP | | -9.3 | |

NORTHFIELD PUBLIC SCHOOLS

Student Achievement Goal #2: 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*)."**

MATH PLC SMART AND BUILDING GOALS 2013-2014

We will reduce the number of EL students who scored NON-PROFICIENT in math in the SPRING MCA III of 2013 by 10% in the spring MCA III of 2014.

We will reduce the number of White of Non-Hispanic origin FRPL students who scored NON-PROFICIENT in math in the SPRING MCA III of 2013 by 10% in the spring MCA III of 2014.

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>Implement new Everyday Math resource (updated to reflect the Common Core math standards) for core math instruction.</i> | <i>Sep. 2013</i> | <i>Ongoing</i> | <i>Classroom Teachers</i> | | | <i>Unit Assessments, DIBELS Math, MAP, MCA</i> |
| 2 | <i>Implement Xtra Math, a web-based fact fluency program, to support the acquisition of basic math facts.</i> | <i>Sep. 2013</i> | <i>Ongoing</i> | <i>Classroom Teachers</i> | | | <i>Unit Assessments, DIBELS Math, MAP, MCA</i> |
| 3 | <i>Increase number of minutes of math instruction from 60-75 minutes to 90 minutes at least 4 days a week.</i> | <i>Sep. 2013</i> | <i>Ongoing</i> | <i>Classroom Teachers</i> | | | <i>Unit Assessments, DIBELS Math, MAP, MCA</i> |
| 4 | <i>Implement DIBELS Math assessment system to benchmark all students (3 times a year) and progress monitor students</i> | <i>Sep. 2013</i> | <i>Ongoing</i> | <i>Classroom Teachers, SpEd Teachers, EAs, RtI Coach</i> | | | <i>DIBELS Math Data</i> |

NORTHFIELD PUBLIC SCHOOLS

| | | | | | | | |
|---|--|------------------|----------------|---|--|--|--|
| | <i>who are below benchmark (every 1-2 weeks).</i> | | | | | | |
| 5 | <i>Continue to work toward implementing the Math Workshop Model for core math instruction, as a means to differentiate instruction and teach students at their instructional level.</i> | Sep. 2013 | Ongoing | Classroom Teachers, RtI Coach | | | Unit Assessments, DIBELS Math, MAP, MCA |
| 6 | <i>Use math flex time to further differentiate instruction and teach students at their instructional level.</i> | Sep. 2013 | Ongoing | Classroom Teachers, EAs, EL Teachers | | | Unit Assessments, DIBELS Math, MAP, MCA |
| 7 | <i>Professional Learning Community (PLC) teams will enhance core instruction and student learning by addressing the Five Critical Questions of PLCs:</i> <i>1. What do students need to know? (Essential Learnings/Skills)</i> <i>2. How will we</i> | Sep. | Ongoing | PLC Teams | | | Unit Assessments, DIBELS Math, MAP, MCA, PLC Team Documents |

NORTHFIELD PUBLIC SCHOOLS

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|---|---|-------------------------|-----------------------|---|--|--|---|
| | <p><i>know if they have learned it? (Formative and Summative Assessment)</i></p> <p><i>3. What will we do when they haven't learned it? (Differentiation, Remediation, Intervention)</i></p> <p><i>4. What will we do when they have already learned it? (Differentiation, Enrichment, Extension)</i></p> <p><i>5. How can we improve our practice? (Collaboration, Action Research, Professional Learning)</i></p> | | | | | | |
| 8 | <p><i>Provide teachers with data, resources, staff development and support in the area of math.</i></p> | <p><i>Sep. 2013</i></p> | <p><i>Ongoing</i></p> | <p><i>RtI Coach</i></p> | | | <p><i>Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA, Survey</i></p> |
| 9 | <p><i>Implement small group interventions for selected students who are below benchmark (e.g., Focus Math for grades K-2, Math Elevations for</i></p> | <p><i>Sep. 2013</i></p> | <p><i>Ongoing</i></p> | <p><i>Classroom Teachers, SpEd Teachers, Math Corps Tutor, Academic Support</i></p> | | | <p><i>Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA</i></p> |

NORTHFIELD PUBLIC SCHOOLS

| | | | | | | | |
|-----------|--|------------------|----------------|--|--|--|---|
| | <i>grades 3-5, Math Corps for grades 4-5).</i> | | | <i>Teacher, Title I, EAs, RtI Coach</i> | | | |
| 10 | <i>Implement individual interventions for selected students who are below benchmark.</i> | Sep. 2013 | Ongoing | <i>Classroom Teachers, SpEd Teachers, EAs, Volunteers, RtI Coach</i> | | | <i>Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA</i> |
| 11 | <i>Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.</i> | Sep. 2013 | Ongoing | <i>Building RtI Team, Licensed Staff, Support Staff</i> | | | <i>Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA, SST Documentation</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 #3

State the Site Improvement Objective:

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

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?

See baseline results in

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*)."

See baseline results for 2012-2013 as per Climate Goals for 2013-2014 on next page.

NORTHFIELD PUBLIC SCHOOLS

CLIMATE BUILDING GOALS 2013-2014

We will reduce the number of fix its by 10% in the school year 2013-2014 as compared to the 2012-2013 school year.

We will reduce the number of bottom lines by 10% in the school year 2013-2014 as compared to the 2012-2013 school year.

2012-2013 FIX IT AND BOTTOM LINE DATA

| QUARTER | FIX ITS | BOTTOM LINES |
|----------------|------------|--------------|
| One | 78 | 17 |
| Two | 77 | 20 |
| Three | 56 | 27 |
| Four | 45 | 45 |
| TOTALS: | 256 | 111 |

| QUARTER | THINKING AND PLANNING |
|----------------|-----------------------|
| One | 733 |
| Two | 904 |
| Three | 1,111 |
| Four | 695 |
| TOTALS: | 3,443 |

We will reduce the percentage of parents who strongly disagree and disagree with the statement, "Students show respect for other students," by 10% in the school year 2013-2014 as compared to the 2012-2013 school year.

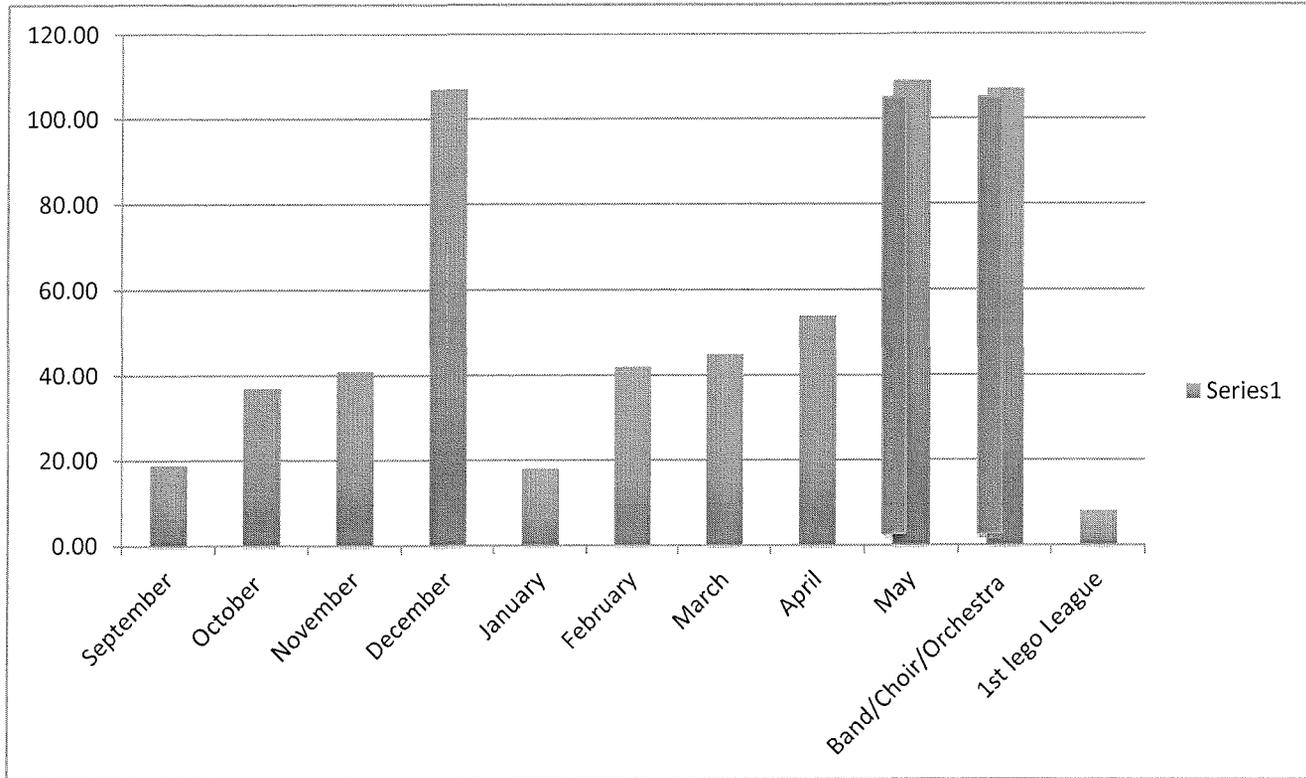
| | <i>Strongly</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly</i> | | | |
|---|-----------------|-----------------|--------------|-----------------|----------|------|----|
| 16. Students show respect for other students. | 1.3% (1) | 14.5% (11) | 47.4% (36) | 34.2% (26) | 2.6% (2) | 3.18 | 76 |

We will reduce the percentage of parents who strongly disagree and disagree with the statement, "There is adequate supervision before and after school," by 10% in the school year 2013-2014 as compared to the 2012-2013 school year.

| | <i>Strongly</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly</i> | | | |
|--|-----------------|-----------------|--------------|-----------------|----------|------|----|
| 18. There is adequate supervision before and after school. | 3.9% (3) | 6.6% (5) | 36.8% (28) | 44.7% (34) | 7.9% (6) | 3.33 | 76 |

NORTHFIELD PUBLIC SCHOOLS

We will increase the number of participants in extra curricular and leadership roles from 587 in 2012-2013 by 10% in 2013-2014 to 646.



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 Involvement</i> <i>Recruit Parent Volunteers</i> | 9-4-12 | 6-6-14 | <i>Parent Liaisons</i> | <i>Time</i> | <i>Bi-Monthly with Principal</i> | <i>Blue Volunteer Form, Spreadsheet</i> |
| 2 | <i>Parent Involvement</i> <i>Track parent involvement in order to determine the level of involvement</i> | 9-4-12 | 6-6-14 | <i>Dave Craft Parent Liaisons</i> | | <i>Each Event</i> | <i>Participation Forms</i> <i>RSVP's, Attendance Counts</i> |
| 3 | <i>Parent Involvement</i> <i>Track student involvement in leadership and performance in order to determine the level of participation</i> | 9-4-12 | 6-6-14 | <i>Dave Craft Parent Liaisons</i> | | <i>Each Event</i> | <i>Participation Forms</i> <i>RSVP's, Attendance Counts</i> |
| 4 | <i>Parent Information</i> <i>Parent Conference Information Stations</i> | Nov 2012 | Mar 2014 | <i>Parent Liaisons</i> | <i>Time</i> <i>Reserve Space</i> | <i>TBN</i> | <i>Attendance Counts</i> |
| 5 | <i>Parent information</i> <i>Monthly Parent News from Parent Liaisons</i> | 9-4-12 | 6-6-14 | <i>Parent Liaisons</i> | <i>Time</i> | <i>Monthly</i> | <i>Each Newsletter</i> |
| 6 | <i>Parent information</i> | 9-4-12 | 6-6-14 | <i>Principal</i> | <i>Time</i> | <i>Bimonthly</i> | <i>Each</i> |

NORTHFIELD PUBLIC SCHOOLS

| | | | | | | | |
|-----------|--|-------------------------|-----------------------|---|---|-------------------|---|
| | Audio Gecko Gazettes | | | | Skylert Messaging | | Newsletter |
| 7 | Parent information Parent Communication Survey | Oct 2012 | Oct 2014 | Parent Liaisons, Principal Climate | Time SurveyMonkey | Annual | Survey Tally and Analyze |
| 8 | Parent information Parent Participation Survey | Nov 2012 | Nov 2014 | Parent Liaisons, Principal Climate | Time SurveyMonkey | Annual | Survey Tally and Analyze |
| 9 | Family-school Connection Family Fun Dance | 10/26/12 | 10/26/14 | Parent Liaisons/PTO | Time Food and Beverage Reserve Space | 10-15-13 | RSVP's, Attendance Counts |
| 10 | Family-school Connection Evening of the Arts | 4/9/13 | 4/9/14 | Parent Liaisons/Staff | Time Reserve Space | TBN | RSVP's, Attendance Counts |
| 11 | Family-school Connection Greenvale Grandstand Family Picnic | 5/29/13 | Same | Parent Liaisons/Teachers | Time Food and Beverage Reserve Space | TBN | RSVP's, Attendance Counts |
| 12 | Family-school Connection Connected Kids Mentoring | Sept 2012 | May 2014 | Laura Berdahl, Supervisor of Matches | Time Reserve Space | Each Event | Spreadsheet |
| 13 | Child Connections PBIS Workshop Greenvale Park will create a positive social, emotional, behavioral culture. | Nov 20, 2012 | June, 2014 | Climate Committee Members | Time Travel to SESC | 11-20-12 | Attendance |

NORTHFIELD PUBLIC SCHOOLS

| | | | | | | | |
|----|---|---------|--------|--|---|------------------------------------|---|
| | <p style="text-align: center;">Greenvale Park will create individual behavioral supports needed to achieve academic and social, emotional success for all students</p> | | | | | | |
| 14 | <p>Child Connections</p> <p>SWIS Software for Collecting Behavioral Data We will pilot the implementation of SWIS Software for behavioral data collection. This software is used in SW-PBIS schools in order to identify building academic and social, emotional needs.</p> | 12/1/12 | 6/1/14 | <p>Dave Craft Kelle Edwards</p> | <p>SWIS Software</p> | <p>Monthly Meetings</p> | <p>Meeting Minutes</p> |
| 15 | <p>Child Connections</p> <p>Core Essentials Character Education Program Monthly Traits</p> <p>Courage Honor Wisdom Compassion Determination Honesty</p> | 9/4/12 | 6/1/14 | <p>Dave Craft Parent Liaisons</p> | <p>Core Essentials Character Education Program</p> | <p>Monthly Meetings</p> | <p>Morning Announcements</p> <p>Morning Meetings</p> <p>Monthly Character Kids Recognition at Building-wide meetings</p> |

NORTHFIELD PUBLIC SCHOOLS

| | | | | | | | |
|-----------|---|----------------|---------------|---|--|-----------------------------|--|
| | Friendship Peace | | | | | | |
| 16 | Child Connections Monthly Building- Wide Meetings We will recognize students who Set a Goal Persevere Succeed. | 9/4/12 | 6/1/14 | Dave Craft Parent Liaisons | Regularly Scheduled Meetings | Monthly Meetings | Monthly Gecko Goal Setter Student Recognition at Building-wide meetings |
| 17 | Child Connections Peer Mediation Training for students in grades 3-5 | 11/1/12 | 6/1/14 | Dave Craft Katie Arnold Kelle Edwards Rhonda Stanley | Funding for materials from controllable dollars | Weekly meetings | Thinking and Planning |

NORTHFIELD PUBLIC SCHOOLS

2012-2013 Site Progress Report

2013-2014 Continuous Improvement Plan

2013-2014 Building Staff Development Plan

November 5, 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 November 11, 2013:

For 2012-2013: Site Progress Report

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

SITE: *Area Learning Center (ALC)*

PLAN YEAR: *2013-14*

SITE IMPROVEMENT TEAM MEMBERS:

*Geri Schlecht Darcy Seurer
Geoff Staab Renee Burnham
Amy Moeller Sherri Goehring
Cheryl Mathison Mary Harrity-Davidson*

**Reviewed by
Staff:**

**Signature
Date**

D. Seurer

11/5/13

**Final Approval by
Site Improvement Team:**

**Signature
Date**

D. J. Kehl

11/5/13

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

**Signature
Date**

[Signature]

11/11/13

NORTHFIELD PUBLIC SCHOOLS

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

State the Site Improvement Objective: *The Northfield ALC will increase attendance rates of students.*

This Site Improvement Objective is: New Continuing

State the Student Achievement Goal: *Improve overall attendance rate of students enrolled at the Area Learning Center (ALC) to 90% by the end of the 2012-13 school year.*

Which action plan steps were completed?

We collected and reviewed the attendance data for the ALC program. We researched and developed strategies to change attitude towards attendance. We surveyed students on attitudes and beliefs on attending regularly.

Which of these steps were especially powerful?

By collecting data on a frequent basis (every grading period which is about one month) we are able to track students more closely and check in with them to see the reasoning for the absences. This led to interventions for each student based on the situation and student's need.

Which of these steps were not completed?

All steps were completed.

Provide evidence that your objective was achieved or not achieved.

On average, our daily attendance for the 2012-13 school year was 82%.

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

We did not meet our goal of 90% attendance rate. We will continue to track individual student's attendance and develop attendance plans/interventions for students not meeting their goals.

NORTHFIELD PUBLIC SCHOOLS

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

State the Site Improvement Objective: *The Northfield ALC will increase the passing rates for the GRAD and MCA tests of students.*

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

State the Student Achievement Goal: *To increase the percentage of ALC students passing the MCA math, reading and GRAD writing tests.*

Which action plan steps were completed?

*Reading in the Content Area Workshop
Professional Learning Communities with the focus on vocabulary*

Which of these steps were especially powerful?

The PLCs continued to be a powerful tool as the data was able to be analyzed and used to plan effective implementation strategies.

Which of these steps were not completed?

All steps were completed.

Provide evidence that your objective was achieved or not achieved.

One 9th grade student took the GRAD writing test and was not proficient, although 50% of 10th grade students were proficient on the MCA Reading test. This is an increase of 14% from the previous year.

11th grade students declined 8% on their proficiency on the MCA Math test.

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

The ALC will continue to offer Read 180 and Applied Math to students who struggle in those areas.

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

VISION: What we hope to become

Building Vision Statement:

The Area Learning Center staff is committed to providing an effective, efficient, and responsive education to our students.

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

Building Statement of Collective Commitments:

We will provide an inviting school environment for students; safe environment with clear expectations, consistent consequences, and specific academic goals.

We will promote a positive school climate by modeling the qualities and characteristics that we hope to instill in our students.

We will collaborate with one another and our students so that we can achieve our mission more effectively.

We will work collaboratively in developing instructional strategies.

We will hold students accountable for their educational achievement; thus empowering students to succeed.

We will continue to have weekly progress monitoring meetings for staff members.

We will involve parent(s)/guardian(s) in the education of their children by keeping them informed.

We will demonstrate our commitment to ongoing professional development and continuous improvement.

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: *The Northfield Area Learning Center will increase attendance rates of students.*

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?

Our reality is that a number of students demonstrate poor attendance throughout the course of the year, as is documented in Skyward, which is the main reason why they struggle to gain credits towards graduation.

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 increase daily attendance of the ALC students so that at least 80% of the students will increase their daily attendance percentage per grading period for each grading period throughout the year until they have reached at least 85% attendance or higher.

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 | <i>Collect and review current attendance %</i> | <i>11/1/13</i> | <i>6/1/14</i> | <i>ALC Staff</i> | <i>Time</i> | <i>End of each grading period</i> | <i>Data from Skyward</i> |
| 2 | <i>Weekly PLC meetings to discuss interventions</i> | <i>11/1/13</i> | <i>6/1/14</i> | <i>ALC Staff</i> | <i>PLC time</i> | <i>Weekly</i> | <i>Data Collection and manipulation</i> |
| 3 | <i>Staff meeting reviews and discussions</i> | <i>11/1/13</i> | <i>6/1/14</i> | <i>ALC Staff</i> | <i>Time</i> | <i>Weekly</i> | <i>Data analysis</i> |
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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: *Increase academic performance of all ALC students.*

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 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?

Data indicates that a percentage of students continue to "miss" credits each grading period.

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*)."

At least 90% of students will receive a higher percentage of credits attempted per grading period than their previous grading period throughout the 2013-14 school year.

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>Data collection and analysis</i> | 11/1/13 | 6/1/14 | ALC Staff | Time | ongoing | Data from Skyward |
| 2 | <i>PLC discussions of interventions</i> | 11/1/13 | 6/1/14 | ALC Staff | Time | weekly | Data from Skyward |
| 3 | <i>Staff meeting updates</i> | 11/1/13 | 6/1/14 | ALC Staff | Time | weekly | Data from Skyward |
| 4 | <i>Attend Professional Development opportunities</i> | 11/4/13 | 6/1/14 | ALC Staff | Time/Staff Dev \$ | 11/4, 2/19, 2/20, 2/21 | Materials/Resources collected |
| | | | | | | | |
| | | | | | | | |
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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 Area Learning Center*

Submitted by: *Daryl Kehler*

Date: *11/5/13*

Total number of licensed instructional staff: *10*

Total number of licensed non-instructional staff: *3*

Total number of paraprofessional staff: *2*

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

I. SITE IMPROVEMENT OBJECTIVES AND STUDENT ACHIEVEMENT GOALS

Site Improvement Objective #1: *The Northfield Area Learning Center will increase attendance rates of students.*

Student Achievement Goal #1: *We will increase daily attendance of the ALC students so that at least 80% of the students will increase their daily attendance percentage per grading period for each grading period throughout the year until they have reached at least 85% attendance or higher.*

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.
- 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

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

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

Site Improvement Objective #2: *Increase academic performance of all ALC students.*

Student Achievement Goal #2: *At least 90% of students will receive a higher percentage of credits attempted per grading period than their previous grading period throughout the 2013-14 school year.*

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 checked="" type="checkbox"/> Climate |
| <input checked="" type="checkbox"/> Math | <input checked="" type="checkbox"/> Art/Music | |
| <input checked="" 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

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:

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 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

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

II. BUILDING STAFF DEVELOPMENT ACTIVITIES

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

Detailed summary of staff development activities planned: *Building planning for the 2013-14 school year, including policy analysis.*

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: *Building planning, review data from previous year as well as Site Improvement Plan.*

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: *Intruder training and Odessyware presentation*

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: *Review strategies investigated in regards to attendance and credit completion.*

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

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

Building Staff Development Opportunity #6: MAAP Conference

Detailed summary of staff development activities planned: *MN Association of Alternative Programs Conference*

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:

Staff will continue to review data from assessments and look to interventions within the school and classroom settings.

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

Evaluations of the building staff development activities will include the collection of data of participant's reactions and use of the new knowledge gained.

Date Received by DCSDC:

Date Approved by DCSDC:

**Other Short Term Options Considered But Not Recommended By
Superintendent's Cabinet To Address State-Funded All Day Kindergarten
Needs – December 3, 2013**

Short-Term Option B – Lease two portable classrooms at Sibley to house math and reading support programs (100 individual students), ESL programs (54 students in groups of up to 8 students) and RtI programs (up to 4 students at a time).

Short-Term Option C – Rent classroom space in the community to place Sibley grade level classroom.

Short-Term Option D – Move 5th grade Companeros classrooms from all three elementary buildings to Middle School

Short-Term Option E – Move four sections of 5th grade from Sibley Elementary to Middle School

Short-Term Option F – Move one classroom of kindergarten students from Sibley to Greenvale Park

NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 27 day of Nov, 2013, by and between Tom Cieslukowski Memorial fund hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows: Tennis Backboard

TERMS

JP - Received
11/27/13
Donor

By:

Approved by resolution of the School Board on the 9 day of Dec, 2014.

INDEPENDENT SCHOOL DISTRICT No. 659

By:

Clerk

To: Human Resources
From: Tom Graupmann
Date: December 3, 2013
RE: Event Workers (Job ID #1526)

I recommend for hire all individuals listed below:

| 12/3/13 | |
|-----------|-----------|
| Pasch | James |
| Isiguzo | Chiamaka |
| Granquist | Elizabeth |
| Heckroth | Jeff |
| Whitson | Mark |

NORTHFIELD PUBLIC SCHOOLS

SENIORITY LIST

2013-14 SCHOOL YEAR

Preliminary Issued November 15, 2013

Prepared and Distributed by Human Resources Office

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| Alvarez Jr., Ruben | 13 | Czech, Natalie A | 17 |
| Amundson, Danielle R | 7 | | |
| Anderson, Sara A | 17 | Dahle, Kevin L | 3 |
| Antoine, Nancy J | 12 | Danielson, Adam B | 6 |
| Auge, Catherine M | 15 | Danielson, Christa A | 10 |
| Auge, Mark J | 4 | Davis, Douglas D | 5 |
| | | Day, A Claiborne P | 15 |
| Bade, Elizabeth H | 2 | Dokken, Tina A | 11 |
| Bade, John R | 2 | Dolan, Jane E | 14 |
| Bakke, Deborah L | 10 | Dop, Jamie L | 17 |
| Balluff, Anne L | 8 | Downs, Lindsey J | 10 |
| Baragary, Paula M | 13 | Driscoll, Ryan J | 14 |
| Battaglia, Lisa A | 3 | Duba, Carolyn K | 13 |
| Bauer, Michelle A | 9 | Duchene, Sarah J | 13 |
| Beaulieu, Stephen J | 12 | Dueffert, Cheryl A | 1 |
| Beck, Mary E | 2 | Dybvik, Ann L | 13 |
| Bengtson, Douglas B | 9 | | |
| Bennetts, Cathy A | 2 | Eastman, Kyle J | 15 |
| Bernhard, Paul J | 14 | Eckhoff, Jeffrey D | 1 |
| Betcher, Krista P | 2 | Eddy, Paul R | 5 |
| Biegert, Timothy F | 9 | Ensrud, Jan B. B. | 6 |
| Bielenberg, Kiersten E | 8 | Ensrud, Mark A | 4 |
| Biwer-Bekhechi, Julie M | 12 | Erickson, Anne M | 11 |
| Blewett, Angela L | 14 | Estrella, Rafael | 16 |
| Born, Mairin K | 14 | | |
| Bothun, Stefanie A | 17 | Fink, Margaret A | 11 |
| Braun, Anna M | 14 | Fischer, Holly J | 1 |
| Bulfer, Briana M | 15 | Flegel, Shannon L | 10 |
| Burnham, Renee M | 15 | Flicek, Kathy A | 6 |
| Burkhead, Monika H | 2 | Foley, Daniel L | 1 |
| | | Fox, Nancy C | 7 |
| Cade, Kristen M.E. | 3 | Frederick, Diane M | 8 |
| Cade, Stephen H.E. | 9 | Freier, Ethan J | 6 |
| Carlson, Stephani L | 16 | | |
| Carson, Erin E.L. | 16 | Gaertner, Michelle E | 17 |
| Cerreta, Annette M | 16 | Gainey, Rebecca A | 10 |
| Charlton, Pamela A | 6 | Garcia, Jr., Roberto | 14 |
| Chlan, Vicky A | 1 | Gelineau, Gregory P | 5 |
| Christenson, Renae L | 11 | Glassing, Rebecca S | 11 |
| Cohrs, Troy R | 5 | Graupmann, Emileana M | 10 |
| Cooney, Noreen L | 8 | Graupmann, Thomas A | 1 |
| Coudret, Raymond T | 4 | Guggisberg, Richard L | 8 |
| Coyne, Mary J | 17 | Gustafson, Stacy L | 17 |

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| | Name | Page | Name | Page |
|--|------------------------|-------------|------------------------|-------------|
| | McGovern, Mary E | 3 | Pfefferle, Amy B | 10 |
| | McKay, Jaclyn D | 14 | Pfeiffer, Patricia J | 11 |
| | McManus, Laura | 16 | Pietsch, Ryan D | 12 |
| | Meehan, Katrina D | 5 | Piper, David L | 3 |
| | Mehrkens, Rhea P | 7 | Podominick, Margaret A | 16 |
| | Messer, Rebecca J | 7 | Prestemon, Kari J | 11 |
| | Meyers, Daniel J. | 12 | Pudas, Heather K | 13 |
| | Mikkelson, Curtis D | 3 | | |
| | Mikkelson, Sara H | 6 | Rasmussen, Deborah U | 5 |
| | Milne, Kimberly P | 16 | Rathbun, Brittany R | 15 |
| | Moeller, Amy A | 4 | Rauk, Brent E | 8 |
| | Momberg, Mary E | 10 | Reed, Melissa J | 14 |
| | Morales, Michelle L | 13 | Richardson, L Chris | 10 |
| | Morrissey, Anne C | 13 | Riesgraf, Daniel S | 10 |
| | Mucha, Ellen M | 7 | Riley, Patrick N | 12 |
| | Muir, Lisa E | 15 | Robia, Mary D | 14 |
| | Myers, Jacie L | 13 | Rohr, Kimberly L | 10 |
| | | | Rossmiller, Lori T | 15 |
| | Nagy, Diane R | 15 | Ryan, Elizabeth A | 17 |
| | Nelson, Constance H | 1 | Ryden, Heather H | 7 |
| | Nelson, Lisa J | 2 | | |
| | Neuville, Marilyn H | 4 | Sand, John J | 13 |
| | Niebuhr, Brenda M | 4 | Sand, Leah LL | 12 |
| | Norrie, Katherine M | 6 | Sannes, Scott | 5 |
| | | | Sasse, Anita L | 17 |
| | Oian, Corrine E | 13 | Sawyer, Darrell J | 6 |
| | Olivier, Heather E | 13 | Saxton West, Jody L | 7 |
| | Olson, Joanne K | 1 | Schlecht, Geri W | 8 |
| | O'Neill, Christopher G | 7 | Schnorr, John R | 1 |
| | O'Neill, Dawn C | 8 | Schrader, Amanda R | 10 |
| | Ophaug, Patricia G | 6 | Schuerman, Kathleen J | 8 |
| | Ostermann, April D | 5 | Schuster, Renae C | 4 |
| | Otte, Allison L | 13 | Schwaab, Sherry L | 6 |
| | | | Seeberg, Paula J | 7 |
| | Palmquist, Pamela L | 7 | Seidl, Anthony J | 13 |
| | Papke, Nicole S | 9 | Seifert, Katherine C | 12 |
| | Parks, Katie L | 9 | Seitz, Deborah S | 9 |
| | Patterson, Ashley W.N. | 13 | Seurer, Darcy L | 12 |
| | Patterson, Rebekah A | 14 | Shampine, Wendy B | 16 |
| | Penning, Catherine A | 9 | Sherman, Karleen G | 15 |
| | Pesta, Jeffrey A | 12 | Sickler, Gregory T | 5 |
| | Peters, Debra N | 11 | Sickler, Michelle M | 5 |
| | Peterson, Heidi M | 16 | Sieger, Amanda M.S. | 8 |
| | Peterson, Lori L | 12 | Sieve, Amy C | 7 |
| | Peterson, Scott D | 12 | Slegers, Kimberly A | 3 |

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2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License Expiration | Assignment | FTE Assigned |
|--------|---------------------|----------------|----------|------------|--------|--------------------------------------|-----------------|--------------------|--------------------------------|--------------|
| 1 | Jenni, Roger | 9/1/1975 | MA+60 | 232057 | 120000 | MUSIC | K-12 | 6/30/2017 | Band Teacher | 1.00 |
| | Jenni, Roger | 9/1/1975 | MA+60 | 232057 | 912000 | SUPERVISOR OF MUSIC | District | 6/30/2017 | | |
| | Jenni, Roger | 9/1/1975 | MA+60 | 232057 | 920000 | DISTRICT SUPERINTENDENT | District | 6/30/2017 | | |
| | Jenni, Roger | 9/1/1975 | MA+60 | 232057 | 931000 | ELEMENTARY SCHOOL PRINCIPAL | Elem Admin | 6/30/2017 | | |
| | Jenni, Roger | 9/1/1975 | MA+60 | 232057 | 932000 | SECONDARY SCHOOL PRINCIPAL | Sec Admin | 6/30/2017 | | |
| 2 | Dueffert, Cheryl A | 9/1/1975 | MA+30 | 232278 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2017 | Grade 2 Teacher | 1.00 |
| | Dueffert, Cheryl A | 9/1/1975 | MA+30 | 232278 | 199801 | MILD TO MODERATE MENTALLY HDCP | K-12 | 6/30/2017 | | |
| 3 | Kluver, Robert W | 9/1/1979 | MA+60 | 263209 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | Grade 6 Teacher | 1.00 |
| | Kluver, Robert W | 9/1/1979 | MA+60 | 263209 | 199801 | MILD TO MODERATE MENTALLY HDCP | K-12 | 6/30/2016 | | |
| | Kluver, Robert W | 9/1/1979 | MA+60 | 263209 | 199802 | MODERATE TO SEVERE MENTALLY HDCP | K-12 | 6/30/2016 | | |
| 4 | Johnson, Sonia M | 9/1/1979 | MA | 251747 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | Grade 4 Teacher | 1.00 |
| 5 | Chlan, Vicky A | 9/1/1980 | MA+30 | 270040 | 110000 | MATHEMATICS | 7-12 | 6/30/2017 | Math Teacher | 1.00 |
| 6 | Koester, Karen A | 9/1/1982 | BA+60 | 201164 | 140000 | BUSINESS EDUCATION -ALL- | K-12 | 6/30/2017 | Business Ed Teacher | 1.00 |
| 7 | Eckhoff, Jeffrey D | 8/24/1983 | 6th Year | 282006 | 130200 | LIFE SCIENCE | 7 - 12 | 6/30/2014 | HS Assistant Principal | 1.00 |
| | Eckhoff, Jeffrey D | 8/25/1983 | 6th Year | 282006 | 130500 | SCIENCE 5-9 | 5 - 9 | 7/1/2014 | | |
| | Eckhoff, Jeffrey D | 8/26/1983 | 6th Year | 282006 | 932000 | SECONDARY SCHOOL PRINCIPAL | Sec Admin | 7/2/2014 | | |
| 8 | Wisdorf, Lisa M | 9/1/1984 | MA+60 | 282159 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2014 | Kindergarten Teacher | 1.00 |
| 9 | Maus, Peter D | 9/1/1984 | MA | 267172 | 110000 | MATHEMATICS | 7-12 | 6/30/2017 | Math Teacher | 1.00 |
| | Maus, Peter D | 9/1/1984 | MA | 267172 | 080450 | COACHING | 7-12 | 6/30/2017 | | |
| 10 | Fischer, Holly Jo | 9/1/1984 | BA+45 | 232625 | 120000 | MUSIC | K-12 | 6/30/2017 | Music Teacher | 1.00 |
| 11 | Schnorr, John R | 10/24/1984 | MA+60 | 281180 | 190106 | SPEECH-LANGUAGE PATHOLOGIST | Pre K-12 | 6/30/2014 | Speech & Language Pathologist | 1.00 |
| 12 | Foley, Daniel L | 9/1/1985 | MA+30 | 276474 | 080450 | COACHING | 7-12 | 6/30/2018 | Grade 5 Teacher | 1.00 |
| | Foley, Daniel L | 9/1/1985 | MA+30 | 276474 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | | |
| | Foley, Daniel L | 9/1/1985 | MA+30 | 276474 | 941000 | LIBRARY MEDIA SPECIALIST | K-12 | 6/30/2018 | | |
| 13 | Mathison, Cheryl W | 9/1/1985 | MA | 297580 | 000745 | TEACHER-COORD WORK EXP DISADVANTAGED | Voc High School | 6/30/2017 | ALC Teacher | 1.00 |
| | Mathison, Cheryl W | 9/1/1985 | MA | 297580 | 000750 | TEACHER/COORD WORK EXP HANDICAPPED | Voc High School | 6/30/2017 | | |
| | Mathison, Cheryl W | 9/1/1985 | MA | 297580 | 199801 | MILD TO MODERATE MENTALLY HDCP | K-12 | 6/30/2017 | | |
| 14 | Olson, Joanne K | 9/1/1986 | BA+45 | 215905 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2015 | Special Education Teacher | 1.00 |
| | Olson, Joanne K | 9/1/1986 | BA+45 | 215905 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2015 | | |
| | Olson, Joanne K | 9/1/1986 | BA+45 | 215905 | 199801 | MILD TO MODERATE MENTALLY HDCP | K-12 | 6/30/2015 | | |
| | Olson, Joanne K | 9/1/1986 | BA+45 | 215905 | 199802 | MODERATE TO SEVERE MENTALLY HDCP | K-12 | 6/30/2015 | | |
| 15 | Torbenson, Diane L | 9/1/1987 | MA+60 | 307242 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2014 | Response to Intervention Coach | 1.00 |
| 16 | Graupmann, Thomas A | 9/1/1987 | MA | 279307 | 080300 | PHYSICAL EDUCATION | K - 12 | 6/30/2017 | Student Activities Director | 1.00 |
| | Graupmann, Thomas A | 9/2/1987 | MA | 279307 | 180100 | ELEMENTARY EDUCATION | 1 - 6 | 7/1/2017 | | |
| | Graupmann, Thomas A | 9/3/1987 | MA | 279307 | 080450 | COACHING | 7 - 12 | 7/2/2017 | | |
| 17 | Nelson, Constance H | 1/4/1988 | MA+30 | 224404 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | Response to Intervention Coach | 1.00 |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License Expiration | Assignment | FTE Assigned |
|--------|-----------------------|----------------|-------|------------|--------|------------------------------------|-------------|--------------------|-------------------------------|--------------|
| 18 | Hagen, Shari A | 9/1/1988 | MA | 241999 | 060219 | SPANISH | 7-12 | 6/30/2014 | Spanish Teacher | 1.00 |
| | Hagen, Shari A | 9/1/1988 | MA | 241999 | 199801 | MILD TO MODERATE MENTALLY HDCP | K-12 | 6/30/2014 | | |
| | Hagen, Shari A | 9/1/1988 | MA | 241999 | 199802 | MODERATE TO SEVERE MENTALLY HDCP | K-12 | 6/30/2014 | | |
| 19 | Magnuson, Mary K | 9/1/1988 | MA | 292046 | 199801 | MILD TO MODERATE MENTALLY HDCP | K-12 | 6/30/2016 | Special Education Teacher | 1.00 |
| | Magnuson, Mary K | 9/1/1988 | MA | 292046 | 199802 | MODERATE TO SEVERE MENTALLY HDCP | K-12 | 6/30/2016 | | |
| 20 | Kohl, Gail H | 9/1/1988 | BA+15 | 316675 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2015 | Grade 5 Teacher | 1.00 |
| 21 | Croone, Craig L | 9/1/1989 | MA+45 | 292717 | 130400 | EARTH AND SPACE SCIENCE | 7-12 | 6/30/2015 | Science Teacher | 1.00 |
| | Croone, Craig L | 9/1/1989 | MA+45 | 292717 | 150000 | SOCIAL STUDIES -ALL- | 7-12 | 6/30/2015 | | |
| | Croone, Craig L | 9/1/1989 | MA+45 | 292717 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2015 | | |
| 22 | Sullivan, Bob T | 9/1/1989 | MA+15 | 321832 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2016 | English/Language Arts Teacher | 1.00 |
| | Sullivan, Bob T | 9/1/1989 | MA+15 | 321832 | 080450 | COACHING | 7-12 | 6/30/2016 | | |
| 23 | Thomforde, Debra J | 9/1/1989 | BA+30 | 286685 | 050196 | READING | K-12 | 6/30/2015 | English/Language Arts Teacher | 0.80 |
| | Thomforde, Debra J | 9/1/1989 | BA+30 | 286685 | 199801 | MILD TO MODERATE MENTALLY HDCP | K-12 | 6/30/2015 | | |
| | Thomforde, Debra J | 9/1/1989 | BA+30 | 286685 | 199802 | MODERATE TO SEVERE MENTALLY HDCP | K-12 | 6/30/2015 | | |
| 24 | Youngblut, Mary Beth | 9/1/1989 | BA | 307941 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2014 | Grade 1 Teacher | 1.00 |
| 25 | Betcher, Krista P | 9/1/1990 | MA+30 | 312009 | 050196 | READING | K-12 | 6/30/2014 | Grade 6 Teacher | 1.00 |
| | Betcher, Krista P | 9/1/1990 | MA+30 | 312009 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2014 | | |
| | Betcher, Krista P | 9/1/1990 | MA+30 | 312009 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2014 | | |
| | Betcher, Krista P | 9/1/1990 | MA+30 | 312009 | 199801 | MILD TO MODERATE MENTALLY HDCP | K-12 | 6/30/2014 | | |
| 26 | Bade, John R | 9/1/1990 | MA+15 | 282983 | 020000 | VISUAL ARTS | K-12 | 6/30/2014 | Art Specialist | 1.00 |
| 27 | Beck, Mary E | 9/1/1991 | MA+60 | 256033 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2015 | Leave Of Absence | 1.00 |
| 28 | Mathison, Anthony A | 9/1/1991 | MA | 304219 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2015 | Physical Education Teacher | 1.00 |
| | Mathison, Anthony A | 9/1/1991 | MA | 304219 | 080450 | COACHING | 7-12 | 6/30/2015 | | |
| | Mathison, Anthony A | 9/1/1991 | MA | 304219 | 190302 | DEVELOPMENTAL/ADAPTED PHYSICAL ED. | Pre K-12 | 6/30/2015 | | |
| 29 | Woitalla, Mark A | 9/1/1991 | MA | 311695 | 100000 | INDUSTRIAL ARTS | 5-12 | 6/30/2018 | Industrial Technology Teacher | 1.00 |
| 30 | Nelson, Lisa J | 9/1/1991 | MA | 330573 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | Grade 3 Teacher | 1.00 |
| 31 | Bade, Elizabeth H | 9/1/1991 | BA+60 | 331952 | 940800 | PUBLIC SCHOOL NURSE | Pre K-12 | 6/30/2017 | District School Nurse | 1.00 |
| 32 | Wojick, Mary B | 9/1/1991 | BA+45 | 313864 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2015 | Physical Education Teacher | 1.00 |
| 33 | Burkhead, Monika H | 9/23/1991 | MA+60 | 326371 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | Grade 6 Teacher | 1.00 |
| 34 | Bennetts, Cathy A | 9/23/1991 | MA+15 | 259227 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | Reading Specialist | 0.93 |
| 35 | Haar, Rebecca J | 1/14/1992 | MA+60 | 336369 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | Grade 4 Teacher | 1.00 |
| 36 | Zupfer-Rice, Carrie B | 9/1/1992 | MA+60 | 328365 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2017 | Special Education Teacher | 1.00 |
| | Zupfer-Rice, Carrie B | 9/1/1992 | MA+60 | 328365 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2017 | | |
| | Zupfer-Rice, Carrie B | 9/1/1992 | MA+60 | 328365 | 199801 | MILD TO MODERATE MENTALLY HDCP | K-12 | 6/30/2017 | | |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License_Expiration | Assignment | FTE Assigned |
|--------|----------------------|----------------|-------|------------|--------|-------------------------------------|-------------|--------------------|--------------------------------|--------------|
| 37 | Battaglia, Lisa A | 9/1/1992 | MA+30 | 315567 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2018 | Special Education Teacher | 0.80 |
| | Battaglia, Lisa A | 9/1/1992 | MA+30 | 315567 | 050196 | READING | K-12 | 6/30/2018 | Reading | 0.20 |
| | Battaglia, Lisa A | 9/1/1992 | MA+30 | 315567 | 160000 | TEACHER/COORDINATOR WORK BASED LRNG | 9-12 | 6/30/2018 | | |
| | Battaglia, Lisa A | 9/1/1992 | MA+30 | 315567 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2018 | | |
| 38 | Williams, Mary B | 9/1/1992 | MA+15 | 280057 | 120000 | MUSIC | K-12 | 6/30/2018 | Band Teacher | 1.00 |
| 39 | Cade, Kristen M.E. | 9/1/1992 | MA+15 | 337935 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2014 | Kindergarten Teacher | 0.50 |
| | | | | | | | | | Title I | 0.50 |
| 40 | Johnson, Roanne M | 9/1/1992 | MA+15 | 338309 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2015 | Special Education Teacher | 1.00 |
| | Johnson, Roanne M | 9/1/1992 | MA+15 | 338309 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2015 | | |
| | Johnson, Roanne M | 9/1/1992 | MA+15 | 338309 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2015 | | |
| 41 | Will, Tania R | 9/1/1992 | MA | 320366 | 080450 | COACHING | 7-12 | 6/30/2016 | Response to Intervention Coach | 1.00 |
| | Will, Tania R | 9/1/1992 | MA | 320366 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | | |
| 42 | Stanaway, Paul D | 9/1/1992 | MA | 326362 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2018 | Physical Education Teacher | 1.00 |
| | Stanaway, Paul D | 9/1/1992 | MA | 326362 | 080450 | COACHING | 7-12 | 6/30/2018 | | |
| | Stanaway, Paul D | 9/1/1992 | MA | 326362 | 190302 | DEVELOPMENTAL/ADAPTED PHYSICAL ED. | Pre K-12 | 6/30/2018 | | |
| 43 | Hauck, Karna E | 9/1/1992 | MA | 336042 | 020000 | VISUAL ARTS | K-12 | 6/30/2018 | Art Specialist | 0.80 |
| 44 | Mikkelson, Curtis D | 9/1/1992 | BA+60 | 339668 | 150000 | SOCIAL STUDIES -ALL- | 7-12 | 6/30/2014 | Social Studies Teacher | 1.00 |
| 45 | Johnson, Mark T | 9/1/1992 | BA+45 | 311841 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2018 | Physical Education Teacher | 1.00 |
| | Johnson, Mark T | 9/1/1992 | BA+45 | 311841 | 080450 | COACHING | 7-12 | 6/30/2018 | | |
| | Johnson, Mark T | 9/1/1992 | BA+45 | 311841 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2018 | | |
| | Johnson, Mark T | 9/1/1992 | BA+45 | 311841 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2018 | | |
| 46 | Hummel, Kristin N | 9/1/1992 | BA | 341486 | 120100 | CLASSROOM MUSIC | K-12 | 6/30/2014 | Vocal Music Teacher | 1.00 |
| | Hummel, Kristin N | 9/1/1992 | BA | 341486 | 120401 | VOCAL MUSIC | K-12 | 6/30/2014 | | |
| 47 | McGovern, Mary E | 10/13/1992 | BA+15 | 206630 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | Reading Specialist | 0.80 |
| 48 | Weinmann, Earl J | 9/1/1993 | MA+60 | 295342 | 150000 | SOCIAL STUDIES -ALL- | 7-12 | 6/30/2014 | Social Studies Teacher | 1.00 |
| | Weinmann, Earl J | 9/1/1993 | MA+60 | 295342 | 210000 | DRIVER EDUCATION | 7-12 | 6/30/2014 | | |
| 49 | Slegers, Kimberly A | 9/1/1993 | MA+30 | 336947 | 080100 | HEALTH EDUCATION | K-12 | 6/30/2014 | Health Teacher | 0.90 |
| | Slegers, Kimberly A | 9/1/1993 | MA+30 | 336947 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2014 | Physical Education | 0.10 |
| | Slegers, Kimberly A | 9/1/1993 | MA+30 | 336947 | 080450 | COACHING | 7-12 | 6/30/2014 | | |
| 50 | Kust, Daniel P | 9/1/1993 | MA+15 | 300536 | 080450 | COACHING | 7-12 | 6/30/2018 | Grade 6 Teacher | 1.00 |
| | Kust, Daniel P | 9/1/1993 | MA+15 | 300536 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | | |
| | Kust, Daniel P | 9/1/1993 | MA+15 | 300536 | 940301 | MIDDLE SCHOOL GUIDANCE & COUNSELING | Middle Sch | 6/30/2018 | | |
| | Kust, Daniel P | 9/1/1993 | MA+15 | 300536 | 940302 | ELEMENTARY GUIDANCE & COUNSELING | 1-6 | 6/30/2018 | | |
| 51 | Dahle, Kevin L | 9/1/1993 | MA | 292749 | 150000 | SOCIAL STUDIES -ALL- | 7-12 | 6/30/2016 | Social Studies Teacher | 1.00 |
| | Dahle, Kevin L | 9/1/1993 | MA | 292749 | 210000 | DRIVER EDUCATION | 7-12 | 6/30/2016 | | |
| 52 | Winkelman, Deborah S | 9/1/1993 | BA+45 | 344657 | 060209 | GERMAN | 7-12 | 6/30/2016 | German Teacher | 1.00 |
| 53 | Piper, David L | 9/1/1993 | BA+30 | 286635 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2015 | Special Education Teacher | 1.00 |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License Expiration | Assignment | FTE Assigned |
|--------|---------------------------|----------------|-------|------------|--------|------------------------------------|-----------------|--------------------|-------------------------------|--------------|
| | Piper, David L | 9/1/1993 | BA+30 | 286635 | 199801 | MILD TO MODERATE MENTALLY HDCP | K-12 | 6/30/2015 | | |
| 54 | Wolner, Julie E | 1/24/1994 | MA | 310689 | 140050 | BUSINESS | 5-12 | 6/30/2014 | Business Ed/Media Specialist | 1.00 |
| | Wolner, Julie E | 1/24/1994 | MA | 310689 | 140710 | ADMINISTRATIVE SUPPORT OCCUPATIONS | Voc High School | 6/30/2014 | | |
| | Wolner, Julie E | 1/24/1994 | MA | 310689 | 149992 | BUSINESS ED (EXCEPT SHORTHAND) | 7-12 | 6/30/2014 | | |
| | Wolner, Julie E | 1/24/1994 | MA | 310689 | 149997 | KEYBOARDING FOR COMPUTER APPL | K-8 | 6/30/2014 | | |
| | Wolner, Julie E | 1/24/1994 | MA | 310689 | 941000 | LIBRARY MEDIA SPECIALIST | K-12 | 6/30/2014 | | |
| 55 | Neuville, Marilynn H | 9/1/1994 | MA+45 | 238074 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2017 | English/Language Arts Teacher | 0.60 |
| | Neuville, Marilynn H | 9/1/1994 | MA+45 | 238074 | 050000 | ENGLISH/LANGUAGE ARTS | Middle Sch | 6/30/2017 | | |
| | Neuville, Marilynn H | 9/1/1994 | MA+45 | 238074 | 050198 | SECONDARY REMEDIAL READING | 7-12 | 6/30/2017 | | |
| | Neuville, Marilynn H | 9/1/1994 | MA+45 | 238074 | 050198 | SECONDARY REMEDIAL READING | Middle Sch | 6/30/2017 | | |
| 56 | Schuster, Renae C | 9/1/1994 | MA+45 | 334444 | 080450 | COACHING | 7-12 | 6/30/2018 | Grade 4 Teacher | 1.00 |
| | Schuster, Renae C | 9/1/1994 | MA+45 | 334444 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | | |
| 57 | Moeller, Amy A | 9/1/1994 | MA+30 | 351676 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2016 | English/Language Arts Teacher | 0.50 |
| | Moeller, Amy A | 9/1/1994 | MA+30 | 351676 | 933000 | PRINCIPAL K-12 | District | 6/30/2015 | | |
| 58 | Lauritzen-Kohel, Jill M | 9/1/1994 | MA+30 | 351936 | 050100 | COMMUNICATION ARTS/LITERATURE | 5-12 | 6/30/2017 | English/Language Arts Teacher | 0.20 |
| | Lauritzen-Kohel, Jill M | 9/1/1994 | MA+30 | 351936 | 150000 | SOCIAL STUDIES -ALL- | 7-12 | 6/30/2017 | Social Studies | 0.80 |
| 59 | Halvorson, Denise A | 9/1/1994 | MA | 311562 | 060208 | FRENCH | 1-6 | 6/30/2014 | French Teacher | 1.00 |
| | Halvorson, Denise A | 9/1/1994 | MA | 311562 | 060208 | FRENCH | 7-12 | 6/30/2014 | | |
| 60 | Ensrud, Mark A | 9/1/1994 | MA | 351090 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2016 | Guidance Counselor | 1.00 |
| | Ensrud, Mark A | 9/1/1994 | MA | 351090 | 940310 | SCHOOL COUNSELOR | K-12 | 6/30/2016 | | |
| 61 | Niebuhr, Brenda M | 9/1/1994 | BA+60 | 343836 | 110000 | MATHEMATICS | 7-12 | 6/30/2015 | Math Teacher | 1.00 |
| 62 | Lean, Kathryn M | 9/1/1994 | BA+15 | 205176 | 199801 | MILD TO MODERATE MENTALLY HDCP | K-12 | 6/30/2014 | Special Education Teacher | 1.00 |
| | Lean, Kathryn M | 9/1/1994 | BA+15 | 205176 | 199802 | MODERATE TO SEVERE MENTALLY HDCP | K-12 | 6/30/2014 | | |
| 63 | Trebelhorn, ReNae Therese | 9/1/1994 | BA | 319386 | 199801 | MILD TO MODERATE MENTALLY HDCP | K-12 | 6/30/2016 | Special Education Teacher | 1.00 |
| | Trebelhorn, ReNae Therese | 9/1/1994 | BA | 319386 | 199802 | MODERATE TO SEVERE MENTALLY HDCP | K-12 | 6/30/2016 | | |
| 64 | Coudret, Raymond T | 9/1/1995 | MA+45 | 326047 | 110000 | MATHEMATICS | 7-12 | 6/30/2018 | Math Teacher | 1.00 |
| | Coudret, Raymond T | 9/1/1995 | MA+45 | 326047 | 933000 | PRINCIPAL K-12 | District | 6/30/2015 | | |
| 65 | Larson, Anne C | 9/1/1995 | MA+30 | 313541 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2015 | Grade 2 Teacher | 1.00 |
| 66 | Sorenson, Dawn M | 9/1/1995 | MA | 318191 | 190500 | EARLY CHILDHOOD SPECIAL EDUCATION | B-Age 6 | 6/30/2016 | Early Childhood Spec Ed Tchr | 1.00 |
| 67 | Harrity-Davidson, Mary E | 9/1/1995 | BA+30 | 268253 | 050500 | SPEECH | 7-12 | 6/30/2018 | Physical Education Teacher | 0.75 |
| | Harrity-Davidson, Mary E | 9/1/1995 | BA+30 | 268253 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2018 | | |
| | Harrity-Davidson, Mary E | 9/1/1995 | BA+30 | 268253 | 080450 | COACHING | 7-12 | 6/30/2018 | | |
| 68 | Auge, Mark J | 9/1/1996 | MA+30 | 331004 | 130200 | LIFE SCIENCES | 7-12 | 6/30/2015 | Science Teacher | 1.00 |
| | Auge, Mark J | 9/1/1996 | MA+30 | 331004 | 130500 | SCIENCE 5-9 | 7-12 | 6/30/2015 | | |
| 69 | Sonnega, Michelle M | 9/1/1996 | MA+15 | 346945 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2015 | English/Language Arts Teacher | 1.00 |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License_Expiration | Assignment | FTE Assigned |
|--------|--------------------------|----------------|----------|------------|--------|-------------------------------------|-----------------|--------------------|-------------------------------|--------------|
| 70 | Eddy, Paul R | 9/1/1996 | MA | 329128 | 110000 | MATHEMATICS | 7-12 | 6/30/2017 | Math Teacher | 1.00 |
| 71 | Ostermann, April D | 9/1/1997 | MA+60 | 362161 | 060219 | SPANISH | 1-6 | 6/30/2018 | Grade 5 Companeros Teacher | 1.00 |
| | Ostermann, April D | 9/1/1997 | MA+60 | 362161 | 060301 | BILINGUAL/BICULTURAL EDUCATION | K-12 | 6/30/2018 | | |
| | Ostermann, April D | 9/1/1997 | MA+60 | 362161 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | | |
| 72 | Johnson, Craig R | 9/1/1997 | MA+45 | 335976 | 080450 | COACHING | 7-12 | 6/30/2018 | Science Teacher | 1.00 |
| | Johnson, Craig R | 9/1/1997 | MA+45 | 335976 | 130200 | LIFE SCIENCES | 7-12 | 6/30/2018 | | |
| 73 | Meehan, Katrina D | 9/1/1997 | MA+30 | 350739 | 130200 | LIFE SCIENCES | 7-12 | 6/30/2017 | Science Teacher | 1.00 |
| | Meehan, Katrina D | 9/1/1997 | MA+30 | 350739 | 130500 | SCIENCE 5-9 | 5-9 | 6/30/2017 | | |
| 74 | Cohrs, Troy R | 9/1/1997 | MA+15 | 369780 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2014 | English/Language Arts Teacher | 1.00 |
| 75 | Magnuson, Jacqueline K | 9/1/1997 | MA | 243944 | 090000 | HOME ECONOMICS | 7-12 | 6/30/2015 | Family/Consumer Science Tchr | 1.00 |
| | Magnuson, Jacqueline K | 9/1/1997 | MA | 243944 | 090112 | CONSUMER AND HOMEMAKING/FAMILY LIFE | Voc High School | 6/30/2015 | | |
| 76 | Thornton, Mark W | 9/1/1997 | MA | 336699 | 150000 | SOCIAL STUDIES -ALL- | 7-12 | 6/30/2014 | Social Studies Teacher | 1.00 |
| 77 | Steele, Michelle L | 9/1/1997 | MA | 346040 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2017 | Physical Education Teacher | 1.00 |
| | Steele, Michelle L | 9/1/1997 | MA | 346040 | 080450 | COACHING | 7-12 | 6/30/2017 | | |
| | Steele, Michelle L | 9/1/1997 | MA | 346040 | 190302 | DEVELOPMENTAL/ADAPTED PHYSICAL ED. | Pre K-12 | 6/30/2017 | | |
| 78 | Davis, Douglas D | 9/1/1997 | MA | 350423 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2016 | Physical Education Teacher | 1.00 |
| | Davis, Douglas D | 9/1/1997 | MA | 350423 | 080450 | COACHING | 7-12 | 6/30/2016 | | |
| | Davis, Douglas D | 9/1/1997 | MA | 350423 | 190302 | DEVELOPMENTAL/ADAPTED PHYSICAL ED. | Pre K-12 | 6/30/2016 | | |
| 79 | Gelineau, Gregory P | 8/5/1998 | 6th Year | 332550 | 110000 | MATHEMATICS | 7 - 12 | 6/30/2014 | MS Assistant Principal | 1.00 |
| | Gelineau, Gregory P | 8/5/1998 | 6th Year | 332550 | 150000 | SOCIAL STUDIES ALL | 7 - 12 | 6/30/2014 | | |
| | Gelineau, Gregory P | 8/5/1998 | 6th Year | 332550 | 932000 | SECONDARY SCHOOL PRINCIPAL | Sec Admin | 6/30/2014 | | |
| 80 | Lane, Karen Kay | 9/1/1998 | MA+15 | 329464 | 080450 | COACHING | 7-12 | 6/30/2016 | Grade 1 Teacher | 1.00 |
| | Lane, Karen Kay | 9/1/1998 | MA+15 | 329464 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | | |
| 81 | Johnson, Kristen K | 9/1/1998 | MA | 321459 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2018 | Grade 1 | 1.00 |
| | Johnson, Kristen K | 9/1/1998 | MA | 321459 | 199801 | MILD TO MODERATE MENTALLY HDPC | K-12 | 6/30/2018 | | |
| 82 | Sickler, Gregory T | 9/1/1998 | MA | 333933 | 080450 | COACHING | 7-12 | 6/30/2018 | Grade 3 Teacher | 1.00 |
| | Sickler, Gregory T | 9/1/1998 | MA | 333933 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | | |
| 83 | Larimore-Rockne, Janet R | 9/1/1998 | MA | 348892 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2016 | Title I Teacher | 0.75 |
| | Larimore-Rockne, Janet R | 9/1/1998 | MA | 348892 | 050000 | ENGLISH/LANGUAGE ARTS | Middle Sch | 6/30/2016 | | |
| | Larimore-Rockne, Janet R | 9/1/1998 | MA | 348892 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | | |
| 84 | Larson, Elizabeth A | 9/1/1998 | MA | 374077 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2015 | Grade 3 Companeros Teacher | 1.00 |
| 85 | Sickler, Michelle M | 9/1/1998 | MA | 374733 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2015 | Grade 5 Teacher | 1.00 |
| 86 | Holden, Dana L | 9/8/1998 | MA+30 | 371741 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2015 | Grade 4 Teacher | 1.00 |
| 87 | Rasmussen, Deborah U | 1/26/1999 | MA | 377990 | 940300 | SECONDARY GUIDANCE AND COUNSELING | 7-12 | 6/30/2016 | Guidance Counselor | 1.00 |
| 88 | Sannes, Scott R | 8/2/1999 | 6th Year | 342666 | 080450 | COACHING | 7 - 12 | 6/30/2016 | Sibley Principal | 1.00 |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License_Expiration | Assignment | FTE Assigned |
|--------|---------------------------|----------------|----------|------------|--------|------------------------------|-------------|--------------------|-------------------------------|--------------|
| | Sannes, Scott R | 8/2/1999 | 6th Year | 342666 | 180100 | ELEMENTARY EDUCATION | 1 - 6 | 6/30/2016 | | |
| | Sannes, Scott R | 8/2/1999 | 6th Year | 342666 | 933000 | PRINCIPAL K - 12 | District | 6/30/2016 | | |
| 89 | Zach, Sari L | 9/1/1999 | MA+60 | 310297 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2014 | Grade 1 Teacher | 1.00 |
| 90 | Schwaab, Sherry L | 9/1/1999 | MA+45 | 381002 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2016 | Grade 2 Teacher | 1.00 |
| 91 | Freier, Ethan J | 9/1/1999 | MA+30 | 313477 | 120100 | CLASSROOM MUSIC | 5-12 | 6/30/2015 | Band Teacher | 1.00 |
| | Freier, Ethan J | 9/1/1999 | MA+30 | 313477 | 120501 | BAND | K-12 | 6/30/2015 | | |
| | Freier, Ethan J | 9/1/1999 | MA+30 | 313477 | 120502 | ORCHESTRA | K-12 | 6/30/2015 | | |
| 92 | Charlton, Pamela A | 9/1/1999 | MA+30 | 350065 | 050196 | READING | K-12 | 6/30/2016 | Title I | 1.00 |
| | Charlton, Pamela A | 9/1/1999 | MA+30 | 350065 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | | |
| 93 | Kuklok, Mary D | 9/1/1999 | MA+15 | 257363 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | Spec Ed Deaf/HH Teacher | 1.00 |
| | Kuklok, Mary D | 9/1/1999 | MA+15 | 257363 | 190497 | DEAF OR HARD OF HEARING | B-12 | 6/30/2016 | | |
| 94 | Ophaug, Patricia G | 9/1/1999 | MA | 226814 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2018 | Special Education Teacher | 0.60 |
| | Ophaug, Patricia G | 9/1/1999 | MA | 226814 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2018 | | |
| 95 | Zoromski, Ronald | 9/1/1999 | MA | 308531 | 100000 | INDUSTRIAL ARTS | 5-12 | 6/30/2014 | Industrial Tech/Art Teacher | 1.00 |
| 96 | Jandro, Dawn M | 9/1/1999 | MA | 339455 | 050000 | ENGLISH/LANGUAGE ARTS | Middle Sch | 6/30/2014 | Grade 3 Teacher | 1.00 |
| | Jandro, Dawn M | 9/1/1999 | MA | 339455 | 080450 | COACHING | 7-12 | 6/30/2014 | | |
| | Jandro, Dawn M | 9/1/1999 | MA | 339455 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2014 | | |
| 97 | McDonald, Regina R | 9/1/1999 | BA+15 | 366494 | 110000 | MATHEMATICS | 5-8 | 6/30/2014 | LOA | 1.00 |
| | McDonald, Regina R | 9/1/1999 | BA+15 | 366494 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2014 | | |
| 98 | Kovach, Linda M | 1/10/2000 | MA+60 | 356238 | 050000 | ENGLISH/LANGUAGE ARTS | Middle Sch | 6/30/2017 | Grade 6 Teacher | 1.00 |
| | Kovach, Linda M | 1/10/2000 | MA+60 | 356238 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2017 | | |
| 99 | Flicek, Kathy A | 9/1/2000 | MA+60 | 354747 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2016 | Kindergarten Teacher | 1.00 |
| 100 | Mikkelson, Sara H | 9/1/2000 | MA+60 | 387279 | 050196 | READING | K-12 | 6/30/2016 | Grade 6 Teacher | 1.00 |
| | Mikkelson, Sara H | 9/1/2000 | MA+60 | 387279 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2016 | | |
| 101 | Ensrud, Jan B. B. | 9/1/2000 | MA+60 | 387984 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2017 | English/Language Arts Teacher | 1.00 |
| | Ensrud, Jan B. B. | 9/1/2000 | MA+60 | 387984 | 060219 | SPANISH | 7-12 | 6/30/2017 | | |
| 103 | Sawyer, Darrell J | 9/1/2000 | MA+45 | 372790 | 150000 | SOCIAL STUDIES -ALL- | 7-12 | 6/30/2015 | Social Studies Teacher | 1.00 |
| 104 | Heinritz, Amanda J | 9/1/2000 | MA+45 | 388666 | 090100 | FAMILY AND CONSUMER SCIENCES | 5-12 | 6/30/2017 | Media Specialist | 1.00 |
| | Heinritz, Amanda J | 9/1/2000 | MA+45 | 388666 | 941000 | LIBRARY MEDIA SPECIALIST | K-12 | 6/30/2015 | | |
| 105 | Swan McDonald, Sarah E. | 9/1/2000 | MA+30 | 371147 | 150000 | SOCIAL STUDIES -ALL- | 7-12 | 6/30/2015 | Social Studies Teacher | 1.00 |
| 106 | Mahoney-Hanzlik, Jeanne M | 9/1/2000 | MA+15 | 287829 | 130500 | SCIENCE 5-9 | 5-9 | 6/30/2018 | Science Teacher | 1.00 |
| 107 | Norrie, Katherine M | 9/1/2000 | MA | 385389 | 020000 | VISUAL ARTS | K-12 | 6/30/2017 | Art Specialist | 0.80 |
| 108 | Danielson, Adam B | 9/1/2000 | MA | 386093 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | Grade 4 Teacher | 1.00 |
| 109 | Truman, Nathan R | 9/1/2000 | MA | 387965 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | Grade 3 Teacher | 1.00 |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License Expiration | Assignment | FTE Assigned |
|--------|---------------------------|----------------|---------|------------|--------|-------------------------------------|-------------|--------------------|--------------------------------|--------------|
| 110 | Kopseng, Kathleen A | 9/1/2000 | BA+45 | 242139 | 050100 | COMMUNICATION ARTS/LITERATURE | 5-12 | 6/30/2015 | English/Language Arts Teacher | 1.00 |
| | Kopseng, Kathleen A | 9/1/2000 | BA+45 | 242139 | 050500 | SPEECH | 7-12 | 6/30/2015 | | |
| | Kopseng, Kathleen A | 9/1/2000 | BA+45 | 242139 | 060209 | GERMAN | K-12 | 6/30/2015 | | |
| 111 | Tschann, Douglas M | 9/19/2000 | MA | 346761 | 120501 | BAND | K-12 | 6/30/2017 | Alternative Program Teacher | 1.00 |
| | Tschann, Douglas M | 9/19/2000 | MA | 346761 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2017 | | |
| 112 | Thompson, Maren L | 8/20/2001 | Ed Spec | 305244 | 130200 | LIFE SCIENCE | 7-12 | 6/30/2018 | HS Assistant Principal | 1.00 |
| | Thompson, Maren L | 8/20/2001 | Ed Spec | 305244 | 940300 | SECONDARY GUIDANCE AND COUNSELING | 7-12 | 6/30/2018 | | |
| | Thompson, Maren L | 8/20/2001 | Ed Spec | 305244 | 940301 | MIDDLE SCHOOL GUIDANCE & COUNSELING | MIDDLE | 6/30/2018 | | |
| | Thompson, Maren L | 8/20/2001 | Ed Spec | 305244 | 933000 | PRINCIPAL K-12 | K-12 | 6/30/2018 | | |
| 113 | Seeberg, Paula J | 9/1/2001 | MA+60 | 307536 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2014 | Grade 2 Teacher | 1.00 |
| 114 | Wiertsema-Miller, Kathy J | 9/1/2001 | MA+60 | 327873 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2017 | Guidance Counselor | 1.00 |
| | Wiertsema-Miller, Kathy J | 9/1/2001 | MA+60 | 327873 | 940310 | SCHOOL COUNSELOR | K-12 | 6/30/2017 | | |
| 115 | Langevin, Mark A | 9/1/2001 | MA+60 | 374420 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2015 | Grade 6 Teacher | 1.00 |
| 116 | Amundson, Danielle R | 9/1/2001 | MA+60 | 377846 | 060219 | SPANISH | 1-6 | 6/30/2016 | Grade 2 Companeros Teacher | 1.00 |
| | Amundson, Danielle R | 9/1/2001 | MA+60 | 377846 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | | |
| 117 | O'Neill, Christopher G | 9/1/2001 | MA+60 | 394434 | 60219 | SPANISH | K-8 | 6/30/2016 | Grade 6 Teacher | 1.00 |
| | O'Neill, Christopher G | 9/1/2001 | MA+60 | 394434 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | | |
| 118 | Harding, Jacalyn M | 9/1/2001 | MA+45 | 341451 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2014 | Grade 5 Companeros Teacher | 1.00 |
| | Harding, Jacalyn M | 9/1/2001 | MA+45 | 341451 | 180102 | PRE-KINDERGARTEN | Pre K | 6/30/2014 | | |
| 119 | Ryden, Heather H | 9/1/2001 | MA+45 | 352379 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | Response to Intervention Coach | 1.00 |
| | Ryden, Heather H | 9/1/2001 | MA+45 | 352379 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2016 | | |
| | Ryden, Heather H | 9/1/2001 | MA+45 | 352379 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2016 | | |
| | Ryden, Heather H | 9/1/2001 | MA+45 | 352379 | 933000 | PRINCIPAL K-12 | District | 6/30/2014 | | |
| 120 | Saxton West, Jody L | 9/1/2001 | MA+45 | 362766 | 130200 | LIFE SCIENCES | 7-12 | 6/30/2017 | Science Teacher | 1.00 |
| | Saxton West, Jody L | 9/1/2001 | MA+45 | 362766 | 130600 | SCIENCE 5-8 | 5-8 | 6/30/2017 | | |
| 121 | Mucha, Ellen M | 9/1/2001 | MA+30 | 327482 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2017 | English/Language Arts Teacher | 1.00 |
| 122 | Ims, Heather D | 9/1/2001 | MA+30 | 368562 | 940710 | SCHOOL SOCIAL WORKER | Pre K-12 | 6/30/2014 | Spec Ed Social Worker | 1.00 |
| 123 | Palmquist, Pamela L | 9/1/2001 | MA+30 | 376487 | 190106 | SPEECH-LANGUAGE PATHOLOGIST | Pre K-12 | 6/30/2016 | Speech & Language Pathologist | 1.00 |
| 124 | Fox, Nancy C | 9/1/2001 | MA+30 | 384927 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | Grade 4 Teacher | 1.00 |
| | Fox, Nancy C | 9/1/2001 | MA+30 | 384927 | 180102 | PRE-KINDERGARTEN | Pre K | 6/30/2017 | | |
| 125 | Messer, Rebecca J | 9/1/2001 | MA+30 | 396914 | 130300 | PHYSICAL SCIENCES (PHYSICS & CHEM) | 7-12 | 6/30/2017 | Science Teacher | 1.00 |
| 126 | Mehrkens, Rhea P | 9/1/2001 | MA+30 | 397123 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | Grade 6 Teacher | 1.00 |
| 127 | Sieve, Amy C | 9/1/2001 | MA+15 | 283287 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2014 | Media Specialist | 1.00 |
| | Sieve, Amy C | 9/1/2001 | MA+15 | 283287 | 940400 | LIBRARIAN | K-12 | 6/30/2014 | | |
| | Sieve, Amy C | 9/1/2001 | MA+15 | 283287 | 941000 | LIBRARY MEDIA SPECIALIST | K-12 | 6/30/2014 | | |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License_Expiration | Assignment | FTE Assigned |
|--------|--------------------------|----------------|-------|------------|--------|------------------------------------|-------------|--------------------|----------------------------|--------------|
| 128 | Schuerman, Kathleen J | 9/1/2001 | MA+15 | 332967 | 060219 | SPANISH | 1-6 | 6/30/2018 | Grade 2 Companeros Teacher | 1.00 |
| | Schuerman, Kathleen J | 9/1/2001 | MA+15 | 332967 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | | |
| 129 | Bielenberg, Kiersten E | 9/1/2001 | MA+15 | 350756 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2016 | Physical Education Teacher | 1.00 |
| | Bielenberg, Kiersten E | 9/1/2001 | MA+15 | 350756 | 080450 | COACHING | 7-12 | 6/30/2016 | | |
| | Bielenberg, Kiersten E | 9/1/2001 | MA+15 | 350756 | 190302 | DEVELOPMENTAL/ADAPTED PHYSICAL ED. | Pre K-12 | 6/30/2016 | | |
| 130 | Mahal Jr., John M | 9/1/2001 | MA+15 | 394684 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2017 | Special Education Teacher | 1.00 |
| | Mahal Jr., John M | 9/1/2001 | MA+15 | 394684 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2017 | | |
| | Mahal Jr., John M | 9/1/2001 | MA+15 | 394684 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2017 | | |
| 131 | Frederick, Diane M | 9/1/2001 | MA | 325516 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2018 | Special Education Teacher | 1.00 |
| | Frederick, Diane M | 9/1/2001 | MA | 325516 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2018 | | |
| | Frederick, Diane M | 9/1/2001 | MA | 325516 | 199801 | MILD TO MODERATE MENTALLY HDPC | K-12 | 6/30/2018 | | |
| 132 | Cooney, Noreen L | 9/1/2001 | MA | 352763 | 940710 | SCHOOL SOCIAL WORKER | Pre K-12 | 6/30/2016 | Spec Ed Social Worker | 1.00 |
| 133 | Rauk, Brent E | 9/1/2001 | MA | 360799 | 080450 | COACHING | 7-12 | 6/30/2018 | Grade 5 Teacher | 1.00 |
| | Rauk, Brent E | 9/1/2001 | MA | 360799 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2018 | | |
| 134 | Hoffelt, Rachel H | 9/1/2001 | MA | 366579 | 110000 | MATHEMATICS | 7-12 | 6/30/2014 | Math Teacher | 1.00 |
| 135 | Guggisberg, Richard L | 9/1/2001 | MA | 377143 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | Grade 3 Teacher | 1.00 |
| | | | | | | | | | | |
| 136 | Schlecht, Geri W | 9/1/2001 | MA | 384555 | 130200 | LIFE SCIENCES | 9-12 | 6/30/2017 | Science Teacher | 1.00 |
| | Schlecht, Geri W | 9/1/2001 | MA | 384555 | 130600 | SCIENCE 5-8 | 5-8 | 6/30/2017 | | |
| 137 | Tracy, Amanda G | 9/1/2001 | MA | 389558 | 060219 | SPANISH | 7-12 | 6/30/2015 | Spanish Teacher | 0.20 |
| | Tracy, Amanda G | 9/1/2001 | MA | 389558 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2015 | | |
| 138 | Sieger, Amanda M.S. | 9/1/2001 | MA | 394685 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2016 | Grade 1 Teacher | 1.00 |
| | Sieger, Amanda M.S. | 9/1/2001 | MA | 394685 | 180102 | PRE-KINDERGARTEN | Pre K | 6/30/2016 | | |
| 139 | Tisdale, Brigitte A | 9/1/2001 | BA+30 | 370091 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | Title I Teacher | 0.80 |
| 140 | O'Neill, Dawn C | 9/1/2001 | BA+15 | 263685 | 020000 | VISUAL ARTS | K-12 | 6/30/2014 | Art Specialist | 0.75 |
| 141 | Holmquist, Christopher C | 1/28/2002 | BA | 310919 | 020000 | VISUAL ARTS | 7-12 | 6/30/2017 | Art Specialist | 1.00 |
| 142 | Jarvis, Anne L | 9/1/2002 | MA+60 | 301554 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | Grade 6 Teacher | 1.00 |
| 143 | Ims, Jacqueline C.K. | 9/1/2002 | MA+60 | 341022 | 940600 | SCHOOL PSYCHOLOGIST | Pre K-12 | 6/30/2014 | Psychologist | 1.00 |
| 144 | Unseth, Andrew W | 9/1/2002 | MA+60 | 397738 | 060206 | ENGLISH AS A SECOND LANGUAGE | K-12 | 6/30/2014 | EL Specialist | 1.00 |
| | Unseth, Andrew W | 9/1/2002 | MA+60 | 397738 | 210000 | DRIVER EDUCATION | 9-12 | 6/30/2014 | | |
| | Unseth, Andrew W | 9/1/2002 | MA+60 | 397738 | 933000 | PRINCIPAL K-12 | District | 6/30/2015 | | |
| 145 | Balluff, Anne L | 9/1/2002 | MA+45 | 291645 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | Special Education Teacher | 1.00 |
| | Balluff, Anne L | 9/1/2002 | MA+45 | 291645 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2016 | | |
| | Balluff, Anne L | 9/1/2002 | MA+45 | 291645 | 199801 | MILD TO MODERATE MENTALLY HDPC | K-12 | 6/30/2016 | | |
| | Balluff, Anne L | 9/1/2002 | MA+45 | 291645 | 941000 | LIBRARY MEDIA SPECIALIST | K-12 | 6/30/2016 | | |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License_Expiration | Assignment | FTE Assigned |
|--------|---------------------------|----------------|-------|------------|--------|------------------------------------|-------------|--------------------|-------------------------------|--------------|
| 146 | Bengtson, Douglas B | 9/1/2002 | MA+30 | 208143 | 080450 | COACHING | 7-12 | 6/30/2016 | Math Teacher | 1.00 |
| | Bengtson, Douglas B | 9/1/2002 | MA+30 | 208143 | 110000 | MATHEMATICS | 7-12 | 6/30/2016 | | |
| | Bengtson, Douglas B | 9/1/2002 | MA+30 | 208143 | 210000 | DRIVER EDUCATION | 7-12 | 6/30/2016 | | |
| 147 | Allin, Amy L | 9/1/2002 | MA+30 | 328035 | 130200 | LIFE SCIENCES | 7-12 | 6/30/2017 | Science Teacher | 1.00 |
| | Allin, Amy L | 9/1/2002 | MA+30 | 328035 | 130400 | EARTH AND SPACE SCIENCE | 7-12 | 6/30/2017 | | |
| 148 | Vitito, Judith M | 9/1/2002 | MA+30 | 360241 | 050000 | ENGLISH/LANGUAGE ARTS | Middle Sch | 6/30/2018 | Grade 4 Teacher | 1.00 |
| | Vitito, Judith M | 9/1/2002 | MA+30 | 360241 | 150000 | SOCIAL STUDIES -ALL- | Middle Sch | 6/30/2018 | | |
| | Vitito, Judith M | 9/1/2002 | MA+30 | 360241 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | | |
| 149 | Hall, Cheryl K | 9/1/2002 | MA+15 | 296952 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2014 | Director of Special Education | 0.50 |
| | Hall, Cheryl K | 9/1/2002 | MA+15 | 296952 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2014 | | |
| | Hall, Cheryl K | 9/1/2002 | MA+15 | 296952 | 960300 | DIRECTOR OF SPECIAL EDUCATION | District | 6/30/2018 | | |
| 150 | Bauer, Michelle A | 9/1/2002 | MA+15 | 344814 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2015 | English/Language Arts Teacher | 1.00 |
| 151 | Hand, Brenda A | 9/1/2002 | MA+15 | 375929 | 060206 | ENGLISH AS A SECOND LANGUAGE | K-12 | 6/30/2015 | EL Specialist | 1.00 |
| 152 | Larsen, Melissa A | 9/1/2002 | MA+15 | 403927 | 940710 | SCHOOL SOCIAL WORKER | Pre K-12 | 6/30/2017 | Spec Ed Social Worker | 1.00 |
| 153 | Seitz, Deborah S | 9/1/2002 | MA | 318182 | 050196 | READING | K-12 | 6/30/2016 | Special Education Teacher | 1.00 |
| | Seitz, Deborah S | 9/1/2002 | MA | 318182 | 080450 | COACHING | 7-12 | 6/30/2016 | | |
| | Seitz, Deborah S | 9/1/2002 | MA | 318182 | 130200 | LIFE SCIENCES | 7-12 | 6/30/2016 | | |
| | Seitz, Deborah S | 9/1/2002 | MA | 318182 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2016 | | |
| | Seitz, Deborah S | 9/1/2002 | MA | 318182 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2016 | | |
| 154 | Jaynes, Andrew T | 9/1/2002 | MA | 382975 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2017 | Physical Education Teacher | 1.00 |
| | Jaynes, Andrew T | 9/1/2002 | MA | 382975 | 190302 | DEVELOPMENTAL/ADAPTED PHYSICAL ED. | Pre K-12 | 6/30/2017 | | |
| 155 | Hehr, Ann M | 9/1/2002 | MA | 388265 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | Media Specialist | 1.00 |
| | Hehr, Ann M | 9/1/2002 | MA | 388265 | 941000 | LIBRARY MEDIA SPECIALIST | K-12 | 6/30/2017 | | |
| 156 | Tran, Lahna B | 9/1/2002 | MA | 397901 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2016 | Kindergarten Teacher | 1.00 |
| 157 | Biegert, Timothy F | 9/1/2002 | MA | 400644 | 080100 | HEALTH EDUCATION | 5-12 | 6/30/2018 | Industrial Technology Teacher | 1.00 |
| | Biegert, Timothy F | 9/1/2002 | MA | 400644 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2018 | | |
| | Biegert, Timothy F | 9/1/2002 | MA | 400644 | 100100 | TECHNOLOGY | 5-12 | 6/30/2018 | | |
| 158 | Cade, Stephen H.E. | 9/1/2002 | MA | 405291 | 060219 | SPANISH | K-12 | 6/30/2015 | Spanish Teacher | 1.00 |
| 159 | Penning, Catherine A | 9/1/2002 | BA+30 | 299054 | 120100 | CLASSROOM MUSIC | K-12 | 6/30/2017 | Vocal Music Teacher | 1.00 |
| | Penning, Catherine A | 9/1/2002 | BA+30 | 299054 | 120401 | VOCAL MUSIC | K-12 | 6/30/2017 | | |
| 160 | Streefland, Jennifer Lynn | 2/1/2003 | MA+15 | 404809 | 940310 | SCHOOL COUNSELOR | K-12 | 6/30/2017 | Guidance Counselor | 1.00 |
| 161 | Lewis, Gary E | 7/1/2003 | PHD | 268115 | 920000 | DISTRICT SUPERINTENDENT | District | 6/30/2017 | Director of Student Services | 1.00 |
| | Lewis, Gary E | 7/1/2003 | PHD | 268115 | 940600 | SCHOOL PSYCHOLOGIST | Pre K-12 | 6/30/2017 | | |
| | Lewis, Gary E | 7/1/2003 | PHD | 268115 | 960300 | DIRECTOR OF SPECIAL EDUCATION | District | 6/30/2017 | | |
| 162 | Papke, Nicole S | 9/1/2003 | MA+45 | 342407 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2015 | Title I Teacher | 1.00 |
| 163 | Parks, Katie L | 9/10/2003 | MA+45 | 393214 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2016 | LOA | |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License_Expiration | Assignment | FTE Assigned |
|--------|-----------------------|----------------|-------|------------|--------|------------------------------------|-----------------|--------------------|--------------------------------|--------------|
| 164 | Turnacliff, Rose M | 9/1/2003 | MA+15 | 303267 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2018 | English/Language Arts Teacher | 1.00 |
| 165 | Graupmann, Emileana M | 9/1/2003 | MA+15 | 410457 | 150000 | SOCIAL STUDIES -ALL- | 5-12 | 6/30/2018 | Social Studies Teacher | 0.80 |
| 166 | Lompart, Jennifer H | 9/1/2003 | MA | 384568 | 060206 | ENGLISH AS A SECOND LANGUAGE | K-12 | 6/30/2016 | EL Specialist | 1.00 |
| | Lompart, Jennifer H | 9/1/2003 | MA | 384568 | 060219 | SPANISH | K-12 | 6/30/2016 | | |
| 167 | Wiebe, Travis J | 9/1/2003 | MA | 408928 | 130301 | CHEMISTRY | 9-12 | 6/30/2014 | Science Teacher | 1.00 |
| 168 | Momberg, Mary E | 9/1/2003 | MA | 417723 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2015 | Special Education Teacher | 1.00 |
| | Momberg, Mary E | 9/1/2003 | MA | 417723 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2015 | | |
| | Momberg, Mary E | 9/1/2003 | MA | 417723 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2015 | | |
| | Momberg, Mary E | 9/1/2003 | MA | 417723 | 199800 | DEVELOPMENTAL DISABILITIES | K-12 | 6/30/2015 | | |
| 169 | Pfefferle, Amy B | 1/5/2004 | BA | 313426 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | Grade 2 Teacher | 1.00 |
| 170 | Downs, Lindsey J | 2/9/2004 | MA | 414129 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2014 | Grade 2 Teacher | 1.00 |
| | Downs, Lindsey J | 2/9/2004 | MA | 414129 | 180105 | PRE-PRIMARY | AGE 3 - K | 6/30/2014 | | |
| 171 | Richardson, Lynn C | 7/1/2004 | PHD | 366005 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2015 | Superintendent | 1.00 |
| | Richardson, Lynn C | 7/1/2004 | PHD | 366005 | 920000 | DISTRICT SUPERINTENDENT | District | 6/30/2015 | | |
| 172 | Rohr, Kimberly L | 9/1/2004 | MA+60 | 272678 | 190106 | SPEECH-LANGUAGE PATHOLOGIST | Pre K-12 | 6/30/2017 | Speech & Language Pathologist | 1.00 |
| 173 | Hovden, Lisa M | 9/1/2004 | MA+45 | 408530 | 150000 | SOCIAL STUDIES -ALL- | 7-12 | 6/30/2014 | Social Studies Teacher | 1.00 |
| 174 | Tilstra, Lydia R | 9/1/2004 | MA+30 | 295289 | 000750 | TEACHER/COORD WORK EXP HANDICAPPED | Voc High School | 6/30/2015 | Special Education Teacher | 1.00 |
| | Tilstra, Lydia R | 9/1/2004 | MA+30 | 295289 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2015 | | |
| | Tilstra, Lydia R | 9/1/2004 | MA+30 | 295289 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2015 | | |
| | Tilstra, Lydia R | 9/1/2004 | MA+30 | 295289 | 199801 | MILD TO MODERATE MENTALLY HDPC | K-12 | 6/30/2015 | | |
| | Tilstra, Lydia R | 9/1/2004 | MA+30 | 295289 | 199802 | MODERATE TO SEVERE MENTALLY HDPC | K-12 | 6/30/2015 | | |
| 175 | Viesselman, Karl E | 9/1/2004 | MA+30 | 324020 | 080450 | COACHING | 7-12 | 6/30/2018 | Math Teacher | 1.00 |
| | Viesselman, Karl E | 9/1/2004 | MA+30 | 324020 | 110000 | MATHEMATICS | 7-12 | 6/30/2018 | | |
| 176 | Schrader, Amanda R | 9/1/2004 | MA+30 | 419020 | 060206 | ENGLISH AS A SECOND LANGUAGE | K-12 | 6/30/2014 | EL Specialist | 1.00 |
| 177 | Gainey, Rebecca A | 9/1/2004 | MA+15 | 303750 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | Response to Intervention Coach | 1.00 |
| 178 | Larson, Laurie Jean | 9/1/2004 | MA | | 2174 | PHYSICAL THERAPIST | Pre K - Ad | 12/31/2013 | Spec Ed Physical Therapy | 1.00 |
| 179 | Danielson, Christa A | 9/1/2004 | MA | 417939 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2015 | Kindergarten Teacher | 1.00 |
| | Danielson, Christa A | 9/1/2004 | MA | 417939 | 180105 | PRE-PRIMARY | AGE 3 - K | 6/30/2015 | | |
| 180 | Flegel, Shannon | 9/1/2004 | MA | 1039989 | 102747 | OCCUPATIONAL THERAPIST | | 3/31/2014 | LF Occupational Therapist | 0.80 |
| 181 | Riesgraf, Daniel S | 9/1/2004 | BA+30 | 381148 | 080100 | HEALTH EDUCATION | K-12 | 6/30/2016 | Health Teacher | 1.00 |
| | Riesgraf, Daniel S | 9/1/2004 | BA+30 | 381148 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2016 | | |
| 182 | Stevens, Brian C | 9/1/2004 | BA+30 | 416847 | 150000 | SOCIAL STUDIES -ALL- | 5-12 | 6/30/2014 | Social Studies Teacher | 1.00 |
| 183 | Bakke, Deborah L | 9/1/2004 | BA+15 | 418043 | 060219 | SPANISH | K-8 | 6/30/2016 | Grade 1 Companeros Teacher | 1.00 |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License_Expiration | Assignment | FTE Assigned |
|--------|------------------------|----------------|----------|------------|--------|-----------------------------------|-------------|--------------------|-------------------------------|--------------|
| | Bakke, Deborah L | 9/1/2004 | BA+15 | 418043 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2016 | | |
| 184 | Hard, Candace L | 8/31/2005 | BA+15 | 406138 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2014 | Special Education Teacher | 1.00 |
| | Hard, Candace L | 8/31/2005 | BA+15 | 406138 | 190202 | AUTISM SPECTRUM DISORDERS | K-12 | 6/30/2014 | | |
| 185 | Pfeiffer, Patricia J | 9/1/2005 | MA+60 | 339638 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2015 | Special Education Teacher | 1.00 |
| | Pfeiffer, Patricia J | 9/1/2005 | MA+60 | 339638 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2015 | | |
| | Pfeiffer, Patricia J | 9/1/2005 | MA+60 | 339638 | 190497 | DEAF OR HARD OF HEARING | B-12 | 6/30/2015 | | |
| 186 | Josephson, Jennifer B | 9/1/2005 | MA+30 | 416507 | 940710 | SCHOOL SOCIAL WORKER | Pre K-12 | 6/30/2014 | LOA | 1.00 |
| 187 | Valentine, Elizabeth A | 9/1/2005 | MA | 365433 | 060206 | ENGLISH AS A SECOND LANGUAGE | K-12 | 6/30/2014 | EL Specialist | 1.00 |
| 188 | Christenson, Renae L | 9/1/2005 | MA | 423013 | 190106 | SPEECH-LANGUAGE PATHOLOGIST | Pre K-12 | 6/30/2015 | Speech & Language Pathologist | 1.00 |
| 189 | Howard, Christopher L | 9/1/2005 | BA+60 | 423952 | 060219 | SPANISH | K-12 | 6/30/2015 | Spanish Teacher | 1.00 |
| 190 | Fink, Margaret A | 9/1/2005 | BA+30 | 299570 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2017 | Special Education Teacher | 1.00 |
| | Fink, Margaret A | 9/1/2005 | BA+30 | 299570 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2017 | | |
| | Fink, Margaret A | 9/1/2005 | BA+30 | 299570 | 199801 | MILD TO MODERATE MENTALLY HDPC | K-12 | 6/30/2017 | | |
| 191 | Herman, Debra J | 9/1/2005 | BA+15 | 335543 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2014 | Special Education Teacher | 1.00 |
| | Herman, Debra J | 9/1/2005 | BA+15 | 335543 | 199801 | MILD TO MODERATE MENTALLY HDPC | K-12 | 6/30/2014 | | |
| 192 | Witt, Margaret S | 1/9/2006 | MA | 281667 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2014 | Grade 2 Teacher | 1.00 |
| 193 | Leer, Joel P | 7/1/2006 | 6th Year | 333291 | 050000 | ENGLISH/LANGUAGE ARTS | 7 - 12 | 6/30/2018 | HS Principal | 1.00 |
| | Leer, Joel P | 7/1/2006 | 6th Year | 333291 | 080450 | COACHING | 7 - 12 | 6/30/2018 | | |
| | Leer, Joel P | 7/1/2006 | 6th Year | 333291 | 933000 | PRINCIPAL K-12 | District | 6/30/2018 | | |
| 194 | Peters, Debra N | 7/1/2006 | MA+60 | 280462 | 190106 | SPEECH-LANGUAGE PATHOLOGIST | Pre K-12 | 6/30/2014 | Spec Ed Autism Resource | 1.00 |
| 195 | Weis, Lisa C | 9/1/2006 | MA+15 | 339439 | 080100 | HEALTH EDUCATION | K-12 | 6/30/2018 | Special Education Teacher | 1.00 |
| | Weis, Lisa C | 9/1/2006 | MA+15 | 339439 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2018 | | |
| | Weis, Lisa C | 9/1/2006 | MA+15 | 339439 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2018 | | |
| | Weis, Lisa C | 9/1/2006 | MA+15 | 339439 | 190202 | AUTISM SPECTRUM DISORDERS | K-12 | 6/30/2018 | | |
| | Weis, Lisa C | 9/1/2006 | MA+15 | 339439 | 199801 | MILD TO MODERATE MENTALLY HDPC | K-12 | 6/30/2018 | | |
| 196 | Glassing, Rebecca S | 9/1/2006 | MA+15 | 344145 | 941000 | LIBRARY MEDIA SPECIALIST | K-12 | 6/30/2017 | Media Specialist | 1.00 |
| | Glassing, Rebecca S | 9/1/2006 | MA+15 | 344145 | 080450 | COACHING | 7-12 | 6/30/2017 | | |
| | Glassing, Rebecca S | 9/1/2006 | MA+15 | 344145 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | | |
| 197 | Prestemon, Kari J | 9/1/2006 | MA | 327656 | 940710 | SCHOOL SOCIAL WORKER | Pre K-12 | 6/30/2014 | Spec Ed Social Worker | 0.80 |
| 198 | Erickson, Anne M | 9/1/2006 | MA | 413439 | 050100 | COMMUNICATION ARTS/LITERATURE | 5-8 | 6/30/2015 | Kindergarten Teacher | 1.00 |
| | Erickson, Anne M | 9/1/2006 | MA | 413439 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2015 | | |
| 199 | Martens, Sarah M.C. | 9/1/2006 | BA+60 | 419401 | 060219 | SPANISH | K-12 | 6/30/2014 | Spanish Teacher | 1.00 |
| 200 | Dokken, Tina A | 9/1/2006 | BA+45 | 397079 | 110000 | MATHEMATICS | 7-12 | 6/30/2016 | Math Teacher | 1.00 |
| 201 | Harstad, Kristen C | 9/1/2006 | BA+30 | 309584 | 190202 | AUTISM SPECTRUM DISORDERS | B-12 | 6/30/2014 | Special Education Teacher | 1.00 |
| | Harstad, Kristen C | 9/1/2006 | BA+30 | 309584 | 190500 | EARLY CHILDHOOD SPECIAL EDUCATION | B-Age 6 | 6/30/2014 | | |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License Expiration | Assignment | FTE Assigned |
|--------|--------------------------|----------------|----------|------------|--------|------------------------------------|-------------|--------------------|---------------------------------|--------------|
| | Harstad, Kristen C | 9/1/2006 | BA+30 | 309584 | 199801 | MILD TO MODERATE MENTALLY HDCP | K-12 | 6/30/2014 | | |
| 203 | Sand, Leah LL | 1/22/2007 | MA+15 | 375623 | 050196 | READING | K-12 | 6/30/2018 | Health & Phy Ed Teacher | 1.00 |
| | Sand, Leah LL | 1/22/2007 | MA+15 | 375623 | 080100 | HEALTH EDUCATION | 5-12 | 6/30/2018 | | |
| | Sand, Leah LL | 1/22/2007 | MA+15 | 375623 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2018 | | |
| | Sand, Leah LL | 1/22/2007 | MA+15 | 375623 | 190302 | DEVELOPMENTAL/ADAPTED PHYSICAL ED. | Pre K-12 | 6/30/2018 | | |
| 204 | James, Debra C | 1/22/2007 | BA+60 | 294280 | 150000 | SOCIAL STUDIES -ALL- | 7-12 | 6/30/2016 | Early Childhood Spec Ed Tchr | 1.00 |
| | James, Debra C | 1/22/2007 | BA+60 | 294280 | 190500 | EARLY CHILDHOOD SPECIAL EDUCATION | B-Age 6 | 6/30/2016 | | |
| 205 | Seurer, Darcy L | 1/22/2007 | BA+30 | 419400 | 150000 | SOCIAL STUDIES -ALL- | 5-12 | 6/30/2016 | ALC Teacher | 1.00 |
| 206 | Antoine, Nancy J | 7/1/2007 | 6th Year | 309311 | 110000 | MATHEMATICS | 7 - 12 | 6/30/2017 | BW Principal | 1.00 |
| | Antoine, Nancy J | 7/1/2007 | 6th Year | 309311 | 933000 | PRINCIPAL K-12 | District | 6/30/2017 | | |
| 207 | Pesta, Jeffrey D | 7/1/2007 | 6th Year | 348553 | 130200 | LIFE SCIENCES | 7 - 12 | 6/30/2016 | MS Principal | 1.00 |
| | Pesta, Jeffrey D | 7/1/2007 | 6th Year | 348553 | 920000 | DISTRICT SUPERINTENDENT | District | 6/30/2016 | | |
| | Pesta, Jeffrey D | 7/1/2007 | 6th Year | 348553 | 933000 | PRINCIPAL K-12 | District | 6/30/2016 | | |
| 208 | Craft, David D | 8/1/2007 | 6th Year | 295336 | 180100 | ELEMENTARY EDUCATION | 1 - 6 | 6/30/2015 | GVP Principal | 1.00 |
| | Craft, David D | 8/1/2007 | 6th Year | 295336 | 80450 | COACHING | 7 - 12 | 6/30/2015 | | |
| | Craft, David D | 8/1/2007 | 6th Year | 295336 | 210000 | DRIVER EDUCATION | 7 - 12 | 6/30/2015 | | |
| | Craft, David D | 8/1/2007 | 6th Year | 295336 | 933000 | PRINCIPAL K-12 | District | 6/30/2016 | | |
| 209 | Riley, Patrick N | 9/1/2007 | MA+60 | 436268 | 130301 | CHEMISTRY | 9-12 | 6/30/2017 | Science Teacher | 1.00 |
| 210 | Hansen, Shelley K | 9/1/2007 | MA+45 | 306994 | 940300 | SECONDARY GUIDANCE AND COUNSELING | 7-12 | 6/30/2014 | Spec Ed Social Worker | 0.40 |
| | Hansen, Shelley K | 9/1/2007 | MA+45 | 306994 | 940710 | SCHOOL SOCIAL WORKER | Pre K-12 | 6/30/2014 | | |
| 211 | Peterson, Scott D | 9/1/2007 | MA+15 | 403715 | 150000 | SOCIAL STUDIES -ALL- | 7-12 | 6/30/2017 | Social Studies Teacher | 1.00 |
| 212 | Meyers, Daniel J. | 9/1/2007 | MA+15 | 417318 | 110000 | MATHEMATICS | 5-12 | 6/30/2014 | Math Teacher | 1.00 |
| 213 | Swanson, Abby L | 9/1/2007 | MA+15 | 428751 | 050100 | COMMUNICATION ARTS/LITERATURE | 5-8 | 6/30/2016 | Grade 5 Teacher | 1.00 |
| | Swanson, Abby L | 9/1/2007 | MA+15 | 428751 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2016 | | |
| 214 | Peterson, Lori L | 9/1/2007 | MA | 405742 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2014 | Special Education Teacher | 1.00 |
| 215 | Hagberg, Stephanie R. | 10/10/2007 | MA | 414626 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2014 | Kindergarten Teacher | 1.00 |
| | Hagberg, Stephanie R. | 10/10/2007 | MA | 414626 | 180105 | PRE-PRIMARY | AGE 3 - K | 6/30/2014 | | |
| 216 | Beaulieu, Stephen J | 9/1/2007 | MA | 418894 | 110000 | MATHEMATICS | 5-12 | 6/30/2014 | Math Teacher | 1.00 |
| 217 | Seifert, Katherine C | 9/1/2007 | MA | 423054 | 050100 | COMMUNICATION ARTS/LITERATURE | 5-8 | 6/30/2015 | Grade 1 Companeros Teacher | 1.00 |
| | Seifert, Katherine C | 9/1/2007 | MA | 423054 | 060219 | SPANISH | K-8 | 6/30/2015 | | |
| | Seifert, Katherine C | 9/1/2007 | MA | 423054 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2015 | | |
| 218 | Pietsch, Ryan D | 9/1/2007 | MA | 434807 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2017 | Physical Education Teacher | 1.00 |
| 219 | Biwier-Bekhechi, Julie M | 9/1/2007 | BA+30 | 350193 | 060208 | FRENCH | 7-12 | 6/30/2014 | French/Spanish Frgn Lng Teacher | 0.50 |
| | Biwier-Bekhechi, Julie M | 9/1/2007 | BA+30 | 350193 | 060208 | FRENCH | Middle Sch | 6/30/2014 | | |
| | Biwier-Bekhechi, Julie M | 9/1/2007 | BA+30 | 350193 | 060219 | SPANISH | 7-12 | 6/30/2014 | | |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License_Expiration | Assignment | FTE Assigned |
|--------|------------------------|----------------|-------|------------|--------|--------------------------------------|-------------|--------------------|----------------------------|--------------|
| 220 | Myers, Jacie L | 9/1/2007 | BA+30 | 427364 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | Special Education Teacher | 1.00 |
| | Myers, Jacie L | 9/1/2007 | BA+30 | 427364 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2017 | | |
| | Myers, Jacie L | 9/1/2007 | BA+30 | 427364 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2017 | | |
| | Myers, Jacie L | 9/1/2007 | BA+30 | 427364 | 199800 | DEVELOPMENTAL DISABILITIES | K-12 | 6/30/2015 | | |
| 221 | Duchene, Sarah J | 9/26/2007 | MA | 420417 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | Grade 5 Teacher | 1.00 |
| 222 | Heil, Gretchen O | 2/26/2008 | BA | 432979 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | Grade 1 Teacher | 1.00 |
| | Heil, Gretchen O | 2/26/2008 | BA | 432979 | 180105 | PRE-PRIMARY | AGE 3 - K | 6/30/2017 | | |
| 223 | Patterson, Ashley W.N. | 9/1/2008 | MA+60 | 443152 | 940600 | SCHOOL PSYCHOLOGIST | Pre K-12 | 6/30/2014 | Psychologist | 1.00 |
| 224 | Morales, Michelle L | 9/1/2008 | MA+15 | 417630 | 060206 | ENGLISH AS A SECOND LANGUAGE | K-12 | 6/30/2014 | EL Specialist | 1.00 |
| 225 | Baragary, Paula M | 9/1/2008 | MA | 396394 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2016 | Grade 5 Teacher | 1.00 |
| | Baragary, Paula M | 9/1/2008 | MA | 396394 | 180102 | PRE-KINDERGARTEN | Pre K | 6/30/2016 | | |
| 226 | Olivier, Heather E | 9/1/2008 | MA | 417718 | 120500 | INSTR(BAND/ORCH) AND CLASSROOM MUSIC | K-12 | 6/30/2014 | Orchestra Teacher | 1.00 |
| 227 | Spitzack, Melissa R | 9/1/2008 | MA | 436511 | 050100 | COMMUNICATION ARTS/LITERATURE | 5-8 | 6/30/2017 | Grade 3 Teacher | 1.00 |
| | Spitzack, Melissa R | 9/1/2008 | MA | 436511 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | | |
| 228 | Seidl, Anthony J | 9/1/2008 | MA | 437866 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2018 | Grade 4 Teacher | 1.00 |
| 229 | Oian, Corrine E | 9/1/2008 | MA | 439262 | 940310 | SCHOOL COUNSELOR | K-12 | 6/30/2018 | Guidance Counselor | 1.00 |
| 230 | Alvarez Jr., Ruben | 9/1/2008 | MA | 443564 | 060206 | ENGLISH AS A SECOND LANGUAGE | K-12 | 6/30/2018 | EL Specialist | 1.00 |
| | Alvarez Jr., Ruben | 9/1/2008 | MA | 443564 | 060219 | SPANISH | K-12 | 6/30/2018 | | |
| 231 | Zeman, Kasha L | 9/1/2008 | BA+30 | 443721 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2018 | Special Education Teacher | 1.00 |
| 232 | Sand, John J | 9/1/2008 | BA+15 | 379243 | 080100 | HEALTH EDUCATION | 5-12 | 6/30/2018 | Physical Education Teacher | 1.00 |
| | Sand, John J | 9/1/2008 | BA+15 | 379243 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2018 | | |
| 233 | Otte, Allison L | 9/1/2008 | BA | 441723 | 150000 | SOCIAL STUDIES -ALL- | 5-8 | 6/30/2018 | Kindergarten Teacher | 1.00 |
| | Otte, Allison L | 9/1/2008 | BA | 441723 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2018 | | |
| 234 | Tacheny, Amy L | 2/16/2009 | BA+45 | 446157 | 060219 | SPANISH | K-8 | 6/30/2015 | Grade 5 Companeros Teacher | 1.00 |
| | Tacheny, Amy L | 2/16/2009 | BA+45 | 446157 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2015 | | |
| 235 | Dybvik, Ann L | 9/1/2009 | MA+60 | 403028 | 190106 | SPEECH-LANGUAGE PATHOLOGIST | Pre K-12 | 6/30/2014 | Special Education Teacher | 1.00 |
| 236 | Duba, Carolyn K | 9/1/2009 | MA+45 | 369423 | 180102 | PRE-KINDERGARTEN | Pre K | 6/30/2018 | Psychologist | 1.00 |
| | Duba, Carolyn K | 9/1/2009 | MA+45 | 369423 | 940600 | SCHOOL PSYCHOLOGIST | Pre K-12 | 6/30/2018 | | |
| 237 | Pudas, Heather K | 9/1/2009 | MA | 375721 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2014 | Spec Ed Deaf/HH Teacher | 1.00 |
| | Pudas, Heather K | 9/1/2009 | MA | 375721 | 190497 | DEAF OR HARD OF HEARING | B-12 | 6/30/2014 | | |
| 238 | Morrissey, Anne C | 9/1/2009 | BA | 437927 | 150000 | SOCIAL STUDIES -ALL- | 5-8 | 6/30/2018 | LOA | 1.00 |
| | Morrissey, Anne C | 9/1/2009 | BA | 437927 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2018 | | |
| 239 | Lofquist, Darren A | 9/1/2009 | BA | 441688 | 150000 | SOCIAL STUDIES -ALL- | 5-8 | 6/30/2018 | Grade 2 Teacher | 1.00 |
| | Lofquist, Darren A | 9/1/2009 | BA | 441688 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2018 | | |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License Expiration | Assignment | FTE Assigned |
|--------|------------------------|----------------|---------|------------|--------|--------------------------------------|-------------|--------------------|-------------------------------|--------------|
| 240 | Garcia Jr., Roberto | 9/1/2009 | BA | 443954 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2014 | Grade 4 Companeros Teacher | 1.00 |
| 241 | Blewett, Angela L | 9/1/2009 | BA | 447201 | 120400 | VOCAL AND CLASSROOM MUSIC | K-12 | 6/30/2015 | Music Teacher | 1.00 |
| 242 | Robia, Mary D | 9/1/2009 | BA | 448121 | 150000 | SOCIAL STUDIES -ALL- | 5-12 | 6/30/2014 | Social Studies Teacher | 1.00 |
| 243 | Kruger, Natalie A | 9/1/2009 | BA | 448289 | 120500 | INSTR(BAND/ORCH) AND CLASSROOM MUSIC | K-12 | 6/30/2014 | Orchestra Teacher | 1.00 |
| 244 | Woodstrup, Katherine A | 9/24/2009 | BA | 448124 | 020000 | VISUAL ARTS | K-12 | 6/30/2014 | Art Specialist | 0.75 |
| | Woodstrup, Katherine A | 9/24/2009 | BA | 448124 | 060206 | ENGLISH AS A SECOND LANGUAGE | K-12 | 6/30/2014 | | |
| 245 | Reed, Melissa J | 9/1/2010 | MA+45 | 430540 | 940600 | SCHOOL PSYCHOLOGIST | Pre K-12 | 6/30/2017 | Psychologist | 1.00 |
| 246 | Johnson, Kelly J | 9/1/2010 | MA+30 | 403741 | 060219 | SPANISH | K-8 | 6/30/2017 | Grade 3 Companeros Teacher | 1.00 |
| | Johnson, Kelly J | 9/1/2010 | MA+30 | 403741 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | | |
| 247 | Bernhard, Paul J | 9/1/2010 | MA+15 | 418457 | 080100 | HEALTH EDUCATION | 5-12 | 6/30/2014 | Physical Education Teacher | 1.00 |
| | Bernhard, Paul J | 9/1/2010 | MA+15 | 418457 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2014 | | |
| 248 | Karlsrud, Shari D | 9/1/2010 | MA | 436262 | 090100 | FAMILY AND CONSUMER SCIENCES | 5-12 | 6/30/2017 | Family/Consumer Science Tchr | 1.00 |
| 249 | McKay, Jaclyn D | 9/1/2010 | MA | 446505 | 050100 | COMMUNICATION ARTS/LITERATURE | 5-12 | 6/30/2015 | English/Language Arts Teacher | 1.00 |
| 250 | Dolan, Jane E | 9/1/2010 | MA | 455190 | 050100 | COMMUNICATION ARTS/LITERATURE | 5-12 | 6/30/2015 | English/Language Arts Teacher | 1.00 |
| 251 | Kruse, Ann C | 9/1/2010 | MA | 456391 | 190500 | EARLY CHILDHOOD SPECIAL EDUCATION | 8-Age 6 | 6/30/2015 | Early Childhood Spec Ed Tchr | 1.00 |
| 252 | Mahal, Stephanie | 9/1/2010 | MA | 213267 | 103271 | OCCUPATIONAL THERAPIST | | 6/30/2014 | Occupational Therapist | 0.80 |
| 253 | Van den Akker, Sarah L | 9/1/2010 | BA+45 | 445513 | 060206 | ENGLISH AS A SECOND LANGUAGE | K-12 | 6/30/2014 | EL Specialist | 1.00 |
| | Van den Akker, Sarah L | 9/1/2010 | BA+45 | 445513 | 150000 | SOCIAL STUDIES -ALL- | 5-12 | 6/30/2014 | | |
| 254 | Driscoll, Ryan J | 9/1/2010 | BA+15 | 425151 | 080300 | PHYSICAL EDUCATION | K-12 | 6/30/2015 | Physical Education Teacher | 1.00 |
| | Driscoll, Ryan J | 9/1/2010 | BA+15 | 425151 | 190302 | DEVELOPMENTAL/ADAPTED PHYSICAL ED. | Pre K-12 | 6/30/2015 | | |
| 255 | Born, Mairin K | 9/1/2010 | BA | 415512 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2014 | Grade 2 Companeros Teacher | 1.00 |
| | Born, Mairin K | 9/1/2010 | BA | 415512 | 180105 | PRE-PRIMARY | AGE 3 - K | 6/30/2014 | | |
| 256 | Taggart, Steven M | 9/1/2010 | BA | 425369 | 100100 | TECHNOLOGY | 5-12 | 6/30/2015 | Industrial Technology Teacher | 1.00 |
| | Taggart, Steven M | 9/1/2010 | BA | 425369 | 300100 | CONSTRUCTION CAREERS | 7-12 | 6/30/2015 | | |
| 257 | Patterson, Rebekah A | 3/9/2011 | BA | 447494 | 050100 | COMMUNICATION ARTS/LITERATURE | 5-8 | 6/30/2014 | READ 180 Teacher | 0.55 |
| | Patterson, Rebekah A | 3/9/2011 | BA | 447494 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2014 | | |
| 258 | Braun, Anna M | 8/10/2011 | Ed Spec | 330962 | 050199 | SECONDARY DEVELOPMENTAL READING | Middle Sch | 6/30/2015 | Special Education Coordinator | 1.00 |
| | Braun, Anna M | 8/10/2011 | Ed Spec | 330962 | 110000 | MATHEMATICS | Middle Sch | 6/30/2015 | | |
| | Braun, Anna M | 8/10/2011 | Ed Spec | 330962 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2015 | | |
| | Braun, Anna M | 8/10/2011 | Ed Spec | 330962 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2015 | | |
| | Braun, Anna M | 8/10/2011 | Ed Spec | 330962 | 933000 | PRINCIPAL K-12 | District | 6/30/2014 | | |
| | Braun, Anna M | 8/10/2011 | Ed Spec | 330962 | 960300 | DIRECTOR OF SPECIAL EDUCATION | District | 6/30/2014 | | |
| 259 | Krueger Robb, Lisa A | 9/1/2011 | MA45 | 360715 | 060206 | ENGLISH AS A SECOND LANGUAGE | K-12 | 6/30/2016 | EL Specialist | 0.60 |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License Expiration | Assignment | FTE Assigned |
|-------------------------|--------------------------|----------------|-------|------------|--------|--------------------------------------|-------------|--------------------|--------------------------------|--------------|
| | Krueger Robb, Lisa A | 9/1/2011 | MA45 | 360715 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | | |
| 260 | Talbot Peterson, Laura A | 9/1/2011 | MA+15 | 380954 | 060208 | FRENCH | K-12 | 6/30/2016 | Math Teacher | 1.00 |
| | Talbot Peterson, Laura A | 9/1/2011 | MA+15 | 380954 | 110000 | MATHEMATICS | 7-12 | 6/30/2016 | | |
| 261 | McDonough, Tammy F | 9/1/2011 | MA | 306877 | 130200 | LIFE SCIENCES | 7-12 | 6/30/2016 | Science Teacher | 1.00 |
| | McDonough, Tammy F | 9/1/2011 | MA | 306877 | 130500 | SCIENCE 5-9 | 5-9 | 6/30/2016 | | |
| 262 | Ziemann, Elizabeth J | 9/1/2011 | MA | 333356 | 060219 | SPANISH | K-12 | 6/30/2016 | Spanish Kindergarten Teacher | 1.00 |
| | Ziemann, Elizabeth J | 9/1/2011 | MA | 333356 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2016 | | |
| 263 | Swenson, Erik T | 9/1/2011 | MA | 377423 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2015 | Grade 4 Companeros Teacher | 1.00 |
| 268 | Muir, Lisa E | 9/1/2011 | MA | 403708 | 199800 | DEVELOPMENTAL DISABILITIES | K-12 | 6/30/2017 | Special Education Teacher | 1.00 |
| 264 | Eastman, Kyle J | 9/1/2011 | MA | 412956 | 120400 | VOCAL AND CLASSROOM MUSIC | K-12 | 6/30/2014 | Vocal Music Teacher | 1.00 |
| | Eastman, Kyle J | 9/1/2011 | MA | 412956 | 120500 | INSTR(BAND/ORCH) AND CLASSROOM MUSIC | K-12 | 6/30/2014 | | |
| 265 | Webster, Sara A | 9/1/2011 | MA | 449170 | 190106 | SPEECH-LANGUAGE PATHOLOGIST | Pre K-12 | 6/30/2014 | Speech & Language Pathologist | 0.70 |
| 266 | Rathbun, Brittany R | 9/1/2011 | MA | 452391 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2015 | Grade 1 Teacher | 1.00 |
| 267 | Auge, Catherine M | 9/1/2011 | BA+45 | 439096 | 150000 | SOCIAL STUDIES -ALL- | 5-8 | 6/30/2018 | Early Childhood Spec Ed Tchr | 1.00 |
| | Auge, Catherine M | 9/1/2011 | BA+45 | 439096 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2018 | | |
| | Auge, Catherine M | 9/1/2011 | BA+45 | 439096 | 190500 | EARLY CHILDHOOD SPECIAL EDUCATION | B-Age 6 | 6/30/2018 | | |
| 269 | Burnham, Renee M | 9/1/2011 | BA | 439166 | 050100 | COMMUNICATION ARTS/LITERATURE | 5-12 | 6/30/2018 | English/Language Arts Teacher | 1.00 |
| 270 | Johnson, Gerald B | 9/1/2012 | MA+30 | 281129 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2014 | Media Specialist | 1.00 |
| | Johnson, Gerald B | 9/1/2012 | MA+30 | 281129 | 941000 | LIBRARY MEDIA SPECIALIST | K-12 | 6/30/2014 | | |
| 271 | Rossmiller, Lori T | 9/1/2012 | MA | 339870 | 060219 | SPANISH | 7-12 | 6/30/2014 | Spanish Teacher | 0.80 |
| 272 | Temple, Linda M | 9/1/2012 | MA | 345544 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2018 | Grade 3 Teacher | 1.00 |
| 273 | Bulfer, Briana M | 9/1/2012 | BA+15 | 414383 | 110000 | MATHEMATICS | 5-8 | 6/30/2014 | Grade 4 Teacher | 1.00 |
| | Bulfer, Briana M | 9/1/2012 | BA+15 | 414383 | 130600 | SCIENCE 5-8 | 5-8 | 6/30/2014 | | |
| | Bulfer, Briana M | 9/1/2012 | BA+15 | 414383 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2014 | | |
| 274 | Nagy, Diane R | 9/6/2012 | MA | 364677 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2015 | Reading & Math Support Teacher | 0.65 |
| THIRD YEAR PROBATIONARY | | | | | | | | | | |
| 1 | Holum, Tina E | 9/1/2011 | MA | 417780 | 060206 | ENGLISH AS A SECOND LANGUAGE | K-12 | 6/30/2015 | EL Specialist | 1.00 |
| 2 | Day, Anne C. P. | 9/1/2011 | MA | 450819 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2015 | Grade 5 Teacher | 1.00 |
| | Day, Anne C. P. | 9/1/2011 | MA | 450819 | 180105 | PRE-PRIMARY | AGE 3 - K | 6/30/2015 | | |
| 3 | Wiebe, Jamie L | 9/1/2011 | MA | 461585 | 940710 | SCHOOL SOCIAL WORKER | Pre K-12 | 6/30/2016 | Spec Ed Social Worker | 1.00 |
| 4 | Sherman, Karleen G | 9/1/2011 | BA+30 | 441313 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2016 | Special Education Teacher | 1.00 |
| | Sherman, Karleen G | 9/1/2011 | BA+30 | 441313 | 180105 | PRE-PRIMARY | AGE 3 - K | 6/30/2016 | | |
| | Sherman, Karleen G | 9/1/2011 | BA+30 | 441313 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2016 | | |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License_Expiration | Assignment | FTE Assigned |
|--------------------------|------------------------|----------------|-------|------------|---------|-------------------------------------|-------------|--------------------|--------------------------------|--------------|
| 5 | Carlson, Stephani L | 9/1/2011 | BA | 452136 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2015 | Special Education Teacher | 1.00 |
| 6 | Staab, Geoffrey D | 9/1/2013 | MA+45 | 398360 | 110000 | MATHEMATICS | 5-12 | 6/30/2016 | Math Teacher | 1.00 |
| 7 | Swenson, Gina Q | 9/1/2013 | MA+15 | 351379 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2018 | Grade 1 Teacher | 1.00 |
| | Swenson, Gina Q | 9/1/2013 | MA+15 | 351379 | 180102 | PRE-KINDERGARTEN | Pre K | 6/30/2018 | | |
| 8 | McManus, Laura | 9/1/2013 | MA | 366000 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2014 | Grade 4 Companeros Teacher | 1.00 |
| 9 | Jerdee, Ann M.H. | 9/1/2013 | MA | 371271 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2015 | English Teacher | 1.00 |
| 10 | McGovern, Grady N | 9/1/2013 | MA | 412118 | 020000 | VISUAL ARTS | K-12 | 6/30/2018 | Art Specialist | 0.75 |
| 11 | Peterson, Heidi M | 9/1/2013 | BA+45 | 315041 | 130200 | LIFE SCIENCES | 7-12 | 6/30/2015 | Science Teacher | 0.40 |
| | Peterson, Heidi M | 9/1/2013 | BA+45 | 315041 | 130500 | SCIENCE 5-9 | 5-9 | 6/30/2015 | | |
| 12 | Estrella, Rafael | 9/1/2013 | BA | 445459 | 20000 | VISUAL ARTS | K-12 | 6/30/2014 | Art Specialist | 0.90 |
| 13 | Carson, Erin E.L. | 9/3/2013 | MA+60 | 394847 | 150000 | SOCIAL STUDIES -ALL- | 7-12 | 6/30/2016 | Social Studies Teacher | 0.90 |
| | Carson, Erin E.L. | 9/3/2013 | MA+60 | 394847 | 150000 | SOCIAL STUDIES -ALL- | 5-8 | 6/30/2016 | | |
| | Carson, Erin E.L. | 9/3/2013 | MA+60 | 394847 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2016 | | |
| 14 | Podominick, Margaret A | 11/18/2013 | MA+15 | 310065 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2014 | Kindergarten Teacher | 1.00 |
| SECOND YEAR PROBATIONARY | | | | | | | | | | |
| 1 | Hudson, Rachael A | 9/1/2012 | MA+60 | 463763 | 940600 | SCHOOL PSYCHOLOGIST | Pre K-12 | 6/30/2017 | Psychologist | 1.00 |
| 2 | Shampine, Wendy B | 9/1/2012 | MA | 357269 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2016 | Special Education Teacher | 1.00 |
| | Shampine, Wendy B | 9/1/2012 | MA | 357269 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2016 | | |
| | Shampine, Wendy B | 9/1/2012 | MA | 357269 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2016 | | |
| 3 | Ackerman, Ann M | 9/1/2012 | MA | 454480 | 190106 | SPEECH-LANGUAGE PATHOLOGIST | Pre K-12 | 6/30/2015 | Speech & Language Pathologist | 1.00 |
| 4 | Langston, Hope A | 9/1/2012 | MA | 464181 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | Response to Intervention Coach | 1.00 |
| 5 | Karl, Joni L | 9/1/2012 | MA | 466863 | 110000 | MATHEMATICS | 5-12 | 6/30/2017 | Math Teacher | 0.40 |
| 6 | Cerreta, Annette | 9/1/2012 | MA | 102058 | 1017599 | OCCUPATIONAL THERAPIST | | 3/31/2015 | Occupational Therapist | 1.00 |
| 7 | Stanina, Scott G | 9/1/2012 | BA+30 | 403026 | 050100 | COMMUNICATION ARTS/LITERATURE | 5-12 | 6/30/2017 | English/Language Arts Teacher | 1.00 |
| 8 | Sonnicksen, Dana M | 9/1/2012 | BA+15 | 462775 | 060206 | ENGLISH AS A SECOND LANGUAGE | K-12 | 6/30/2016 | EL Specialist | 1.00 |
| | Sonnicksen, Dana M | 9/1/2012 | BA+15 | 462775 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2016 | | |
| 9 | Jorgensen, Joseph M | 9/1/2012 | BA | 430766 | 050600 | THEATRE ARTS | K-12 | 6/30/2017 | Special Education Teacher | 1.00 |
| | Jorgensen, Joseph M | 9/1/2012 | BA | 430766 | 160000 | TEACHER/COORDINATOR WORK BASED LRNG | 9-12 | 6/30/2017 | | |
| | Jorgensen, Joseph M | 9/1/2012 | BA | 430766 | 160000 | TEACHER/COORDINATOR WORK BASED LRNG | 9-12 | 6/30/2015 | | |
| | Jorgensen, Joseph M | 9/1/2012 | BA | 430766 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2017 | | |
| | Jorgensen, Joseph M | 9/1/2012 | BA | 430766 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2017 | | |
| 10 | Milne, Kimberly P | 9/1/2012 | BA | 449009 | 130301 | CHEMISTRY | 9-12 | 6/30/2015 | Chemistry Teacher | 0.60 |

2013-14 Teacher Seniority Report

| Number | Name | Seniority Date | Code | Folder Nbr | Code | License Description | Description | License_Expiration | Assignment | FTE Assigned |
|-------------------------|----------------------|----------------|-------|------------|--------|--------------------------------------|-------------|--------------------|-------------------------------|--------------|
| 11 | Jessen, Jessica A.M. | 9/1/2012 | BA | 454310 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2015 | Grade 1 Teacher | 1.00 |
| | Jessen, Jessica A.M. | 9/1/2012 | BA | 454310 | 180105 | PRE-PRIMARY | AGE 3 - K | 6/30/2015 | | |
| 12 | Trelstad, Lily E | 9/1/2012 | BA | 456237 | 050100 | COMMUNICATION ARTS/LITERATURE | 5-8 | 6/30/2015 | Grade 3 Companeros Teacher | 1.00 |
| | Trelstad, Lily E | 9/1/2012 | BA | 456237 | 110000 | MATHEMATICS | 5-8 | 6/30/2015 | | |
| | Trelstad, Lily E | 9/1/2012 | BA | 456237 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2015 | | |
| 13 | Czech, Natalie A | 9/1/2012 | BA | 463932 | 050100 | COMMUNICATION ARTS/LITERATURE | 5-8 | 6/30/2016 | Special Education Teacher | 1.00 |
| | Czech, Natalie A | 9/1/2012 | BA | 463932 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2016 | | |
| | Czech, Natalie A | 9/1/2012 | BA | 463932 | 190200 | EMOTIONAL BEHAVIOR DISORDERS | K-12 | 6/30/2016 | | |
| | Czech, Natalie A | 9/1/2012 | BA | 463932 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2016 | | |
| 14 | Harries, Elaine M | 9/1/2012 | BA | 469976 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2017 | Special Education Teacher | 1.00 |
| 15 | Gaertner, Michelle E | 9/10/2012 | BA | 464494 | 190201 | LEARNING DISABILITIES | K-12 | 6/30/2016 | Special Education Teacher | 1.00 |
| 16 | Mayberry, Erin K | 12/3/2012 | MA | 466046 | 960700 | COMMUNITY EDUCATION DIRECTOR | Pre K - Ad | 6/30/2014 | Community Services Director | 1.00 |
| FIRST YEAR PROBATIONARY | | | | | | | | | | |
| 1 | Dop, Jamie L | 7/1/2013 | BA | 464061 | 190500 | EARLY CHILDHOOD SPECIAL EDUCATION | B-Age 6 | 6/30/2017 | Early Childhood Spec Ed Tchr | 1.00 |
| 2 | Kosak, Kimbra R | 9/1/2013 | MA | 452158 | 130600 | SCIENCE 5-8 | 5-8 | 6/30/2015 | READ 180 Teacher | 0.55 |
| | Kosak, Kimbra R | 9/1/2013 | MA | 452158 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2015 | | |
| 3 | Anderson, Sara A | 9/1/2013 | BA+30 | 465608 | 150000 | SOCIAL STUDIES -ALL- | 5-8 | 6/30/2017 | Grade 5 Companeros Teacher | 1.00 |
| | Anderson, Sara A | 9/1/2013 | BA+30 | 465608 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | | |
| 4 | Wacholz, Maren E | 9/1/2013 | BA | 436478 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2017 | Kindergarten Teacher | 1.00 |
| 5 | Lindholm, Alyse A | 9/1/2013 | BA | 460278 | 180150 | EARLY CHILDHOOD EDUCATION | B-grade 3 | 6/30/2016 | Grade 2 Teacher | 1.00 |
| 6 | Bothun, Stefanie A | 9/1/2013 | BA | 465766 | 120500 | INSTR(BAND/ORCH) AND CLASSROOM MUSIC | K-12 | 6/30/2018 | Band Teacher | 1.00 |
| 7 | Ryan, Elizabeth A | 9/1/2013 | BA | 467628 | 180100 | ELEMENTARY EDUCATION | 1-6 | 6/30/2014 | Grade 3 Teacher | 1.00 |
| 8 | Sasse, Anita L | 9/1/2013 | BA | 472345 | 150000 | SOCIAL STUDIES -ALL- | 5-8 | 6/30/2018 | Grade 1 Companeros Teacher | 1.00 |
| | Sasse, Anita L | 9/1/2013 | BA | 472345 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2018 | | |
| 9 | Malecha, Tiffany R | 9/1/2013 | BA | 474180 | 180100 | ELEMENTARY EDUCATION | K-6 | 6/30/2018 | Kindergarten Teacher | 0.50 |
| 10 | Gustafson, Stacy L | 9/1/2013 | BA | 474959 | 110000 | MATHEMATICS | 5-12 | 6/30/2018 | Math Teacher | 1.00 |
| 11 | Coyne, Mary J | 9/4/2013 | MA+30 | 437933 | 940600 | SCHOOL PSYCHOLOGIST | Pre K-12 | 6/30/2014 | Psychologist | 1.00 |
| 12 | Kuehl, Heather H | 9/6/2013 | BA | 336068 | 050000 | ENGLISH/LANGUAGE ARTS | 7-12 | 6/30/2017 | English/Language Arts Teacher | 0.40 |
| | Kuehl, Heather H | 9/6/2013 | BA | 336068 | 990000 | SHORT CALL SUBSTITUTE | Pre K - Ad | 6/30/2017 | | |

NORTHFIELD PUBLIC SCHOOLS

PRINCIPALS' & ASSISTANT PRINCIPALS' SENIORITY LIST

2013-14 SCHOOL YEAR

Preliminary Issued: November 14, 2013

Prepared and Distributed by Human Resources Office

PRINCIPALS' AND ASST. PRINCIPALS' SENIORITY LIST
11/14/2013

| Number | Name | Adjusted Hired Date | File Folder | License Area | Level | Expiration | Position Description |
|---------------|---------------------------|--|------------------------|--|---------------------------------------|--|-----------------------------|
| 1 | Scott Sannes 6th Year | 8/2/1999 | 342666 | COACHING | 7 - 12 | 6/30/2016 | Sibley Principal |
| | | 8/2/1999 | | ELEMENTARY EDUCATION | 1 - 6 | 6/30/2016 | |
| | | 8/2/1999 | | PRINCIPAL K-12 | District | 6/30/2016 | |
| 2 | Joel Leer 6th Year | 7/1/2006 | 333291 | ENGLISH/LANGUAGE ARTS | 7 - 12 | 6/30/2018 | High School Principal |
| | | 7/1/2006 | | COACHING | 7 - 12 | 6/30/2018 | |
| | | 7/1/2006 | | PRINCIPAL K-12 | District | 6/30/2018 | |
| 3-4 | Nancy Antoine 6th Year | 7/1/2007 7/1/2007 | 309311 | MATHEMATICS PRINCIPAL K-12 | 7 - 12 District | 6/30/2017 6/30/2017 | Bridgewater Principal |
| 3-4 | Jeffrey Pesta 6th Year | 7/1/2007 7/1/2007 7/1/2007 | 348553 | LIFE SCIENCES PRINCIPAL K-12 DISTRICT SUPERINTENDENT | 7 - 12 District District | 6/30/2016 6/30/2016 6/30/2016 | Middle School Principal |
| 5 | David Craft 6th Year | 8/1/2007 8/1/2007 8/1/2007 8/1/2007 | 295336 | COACHING ELEMENTARY EDUCATION DRIVER EDUCATION PRINCIPAL K-12 | 7 - 12 1 - 6 7 - 12 District | 6/30/2015 6/30/2015 6/30/2015 6/30/2015 | Greenvale Park Principal |

PRINCIPALS' AND ASST. PRINCIPALS' SENIORITY LIST
11/14/2013

| Number | Name | Adjusted Hired Date | File Folder | License Area | Level | Expiration | Position Description |
|---------------|---------------------------------|--------------------------------|------------------------|-------------------------------------|---------------|-------------------|---|
| 1 | Jeffrey Eckhoff 6th Year | 8/24/1983 | 282006 | LIFE SCIENCES | 7 - 12 | 6/30/2014 | High School Asst Principal |
| | | 8/24/1983 | | SCIENCE 5-9 | 5 - 9 | 6/30/2014 | |
| | | 8/24/1983 | | SECONDARY SCHOOL PRINCIPAL | Sec Admin | 6/30/2014 | |
| 2 | Gregory Gelineau 6th Year | 8/5/1998 | 332550 | MATHEMATICS | 7 - 12 | 6/30/2014 | Middle School Asst Principal |
| | | 8/5/1998 | | SOCIAL STUDIES -ALL- | 7 - 12 | 6/30/2014 | |
| | | 8/5/1998 | | SECONDARY SCHOOL PRINCIPAL | Sec Admin | 6/30/2014 | |
| 3 | Maren Thompson Ed Specialist | 8/20/2001 | 305244 | LIFE SCIENCES | 7 - 12 | 6/30/2018 | High School Asst Principal/ School Connectedness/ Truancy Prevention Coord. |
| | | 8/20/2001 | | PRINCIPAL K-12 | District | 6/30/2018 | |
| | | 8/20/2001 | | SECONDARY GUIDANCE & COUNSELING | 7 - 12 | 6/30/2018 | |
| | | 8/20/2001 | | MIDDLE SCHOOL GUIDANCE & COUNSELING | Middle School | 6/30/2018 | |

| | | | | | | | 2013-2014 | | | | | | |
|------------------------|---------------|---------------|----------------|----------------|-------------|--------------|--------------|-------------|--------------|-----------|-----------|---------|----------------------|
| School and Grade Level | September 3rd | September 6th | September 13th | September 20th | October 1st | November 1st | December 2nd | January 6th | February 1st | March 1st | April 1st | May 1st | End of Year 6/6/2014 |
| Longfellow | | | | | | | | | | | | | |
| Early Childhood | 61 | 59 | 64 | 65 | 63 | 61 | 62 | | | | | | |
| Total | 61 | 59 | 64 | 65 | 63 | 61 | 62 | 0 | 0 | 0 | 0 | 0 | 0 |
| Greenvale Park | | | | | | | | | | | | | |
| Grade K-2026 | 84 | 80 | 80 | 79 | 79 | 81 | 82 | | | | | | |
| Grade 1-2025 | 87 | 85 | 86 | 86 | 86 | 87 | 88 | | | | | | |
| Grade 2-2024 | 85 | 85 | 85 | 84 | 83 | 83 | 83 | | | | | | |
| Grade 3-2023 | 72 | 69 | 69 | 68 | 67 | 67 | 67 | | | | | | |
| Grade 4-2022 | 83 | 79 | 79 | 79 | 79 | 79 | 78 | | | | | | |
| Grade 5-2021 | 80 | 79 | 79 | 79 | 80 | 79 | 80 | | | | | | |
| Total | 491 | 477 | 478 | 475 | 474 | 476 | 478 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sibley | | | | | | | | | | | | | |
| Grade K-2026 | 74 | 74 | 74 | 75 | 75 | 75 | 76 | | | | | | |
| Grade 1-2025 | 109 | 110 | 110 | 110 | 109 | 109 | 108 | | | | | | |
| Grade 2-2024 | 97 | 97 | 97 | 98 | 98 | 98 | 99 | | | | | | |
| Grade 3-2023 | 84 | 86 | 86 | 87 | 87 | 87 | 86 | | | | | | |
| Grade 4-2022 | 102 | 100 | 100 | 100 | 100 | 101 | 101 | | | | | | |
| Grade 5-2021 | 113 | 113 | 113 | 113 | 113 | 113 | 111 | | | | | | |
| Total | 579 | 580 | 580 | 583 | 582 | 583 | 581 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bridgewater | | | | | | | | | | | | | |
| Grade K-2026 | 81 | 82 | 81 | 81 | 81 | 79 | 81 | | | | | | |
| Grade 1-2025 | 99 | 103 | 103 | 104 | 105 | 106 | 107 | | | | | | |
| Grade 2-2024 | 87 | 86 | 86 | 85 | 85 | 82 | 83 | | | | | | |
| Grade 3-2023 | 101 | 101 | 101 | 101 | 101 | 103 | 105 | | | | | | |
| Grade 4-2022 | 97 | 99 | 99 | 99 | 99 | 99 | 99 | | | | | | |
| Grade 5-2021 | 86 | 86 | 86 | 86 | 85 | 87 | 89 | | | | | | |
| Total | 551 | 557 | 556 | 556 | 556 | 556 | 564 | 0 | 0 | 0 | 0 | 0 | 0 |
| Middle School | | | | | | | | | | | | | |
| Grade 6-2020 | 296 | 296 | 295 | 295 | 296 | 293 | 293 | | | | | | |
| Grade 7-20119 | 345 | 346 | 347 | 347 | 347 | 346 | 345 | | | | | | |
| Grade 8-20118 | 274 | 272 | 272 | 273 | 269 | 269 | 269 | | | | | | |
| St. Dominics | 14 | 14 | 14 | 14 | 14 | 14 | 14 | | | | | | |
| Total | 929 | 928 | 928 | 929 | 926 | 922 | 921 | 0 | 0 | 0 | 0 | 0 | 0 |
| High School | | | | | | | | | | | | | |
| Grade 9-2017 | 330 | 328 | 329 | 329 | 328 | 327 | 326 | | | | | | |
| Grade 10-2016 | 312 | 311 | 311 | 312 | 310 | 311 | 312 | | | | | | |
| Grade 11-2015 | 303 | 298 | 297 | 297 | 296 | 296 | 297 | | | | | | |
| Grade 12-2014 | 300 | 295 | 296 | 295 | 295 | 294 | 294 | | | | | | |
| Total | 1245 | 1232 | 1233 | 1233 | 1229 | 1228 | 1229 | 0 | 0 | 0 | 0 | 0 | 0 |
| ALC | | | | | | | | | | | | | |
| Grade 9-2017 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | | | | | | |
| Grade 10-2016 | 7 | 9 | 9 | 9 | 9 | 11 | 11 | | | | | | |
| Grade 11-2015 | 5 | 10 | 10 | 10 | 10 | 9 | 9 | | | | | | |
| Grade 12-2014 | 14 | 30 | 31 | 31 | 31 | 37 | 36 | | | | | | |
| Grand Total | 3884 | 3884 | 3891 | 3893 | 3882 | 3886 | 3893 | 0 | 0 | 0 | 0 | 0 | 0 |