

INDEPENDENT SCHOOL DISTRICT 659
REGULAR SCHOOL BOARD MEETING
Monday, December 8, 2014, 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 2015 Property Tax Levy followed by Public Comment.
 - 2. School Improvement Plan Presentations – Greenvale Park Elementary School and Area Learning Center.
- VII. Superintendent's Report
 - A. Items for Individual Action
 - 1. Certify Final 2014 Payable 2015 Tax Levy.
 - 2. Fiscal Year 2014-2015 General Fund Budget Amendment.
 - 3. Property/Casualty/Liability Insurance.
 - B. Items for Consent Grouping
 - 1. Personnel Items.
- VIII. Items for Information
 - 1. Enrollment Report – December 2014.
- IX. Future Meetings
Monday, January 12, 2015, 7:00 PM, Organizational School Board Meeting immediately followed by Regular School Board Meeting,
Northfield High School Media Center
Monday, January 26, 2015, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
- X. Adjournment

NORTHFIELD PUBLIC SCHOOLS

MEMORANDUM

Monday, December 8, 2014, 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 8, 2014, School Board Meeting

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment
- IV. Approval of Minutes
Minutes of Regular School Board meeting held on November 24, 2014, 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 2015 Property Tax Levy followed by Public Comment.
The amount of the proposed levy for 2015 is \$15,580,033.28 and represents a 1.98% increase from the prior year. Director of Administrative Services Matt Hillmann 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.
On Monday night Greenvale Park Elementary School and the Area Learning Center will present their school improvement plans to the Board. The presentation will include a progress report on the goals set for the 2013-14 school year as well as new goals for the 2014-15 school year.
- VII. Superintendent's Report
 - A. Items for Individual Action
 1. Certify Final 2014 Payable 2015 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 8th to provide a final opportunity for community feedback to the proposed levy. This levy, payable in 2015, will be a component of the 2015-16 fiscal budget.

Superintendent's Recommendation: Motion to certify to County Auditors the 2014 Payable 2015 Final Certified Net Tax Levy in the amount \$15,580,033.28.
 2. Fiscal Year 2014-2015 General Fund Budget Amendment.
The Director of, is recommending the following revisions to the School Board for the FY 15 general fund budget. The adopted general fund revenue and expenditure budget for FY 15 was \$43,828,390 and \$44,212,695 respectively. The recommended revised budget for FY 15 is revenues of \$44,535,222 and expenditures of \$44,735,365. The major factors contributing to these changes include required adjustment to federal revenue and expenditures, final settlement of employee agreements and final audited data from FY 14.

Superintendent's Recommendation: Motion to approve revised 2014-15 general fund budget as presented.

3. Property/Casualty/Liability Insurance.

The District's renewal for property/casualty/liability insurance is due for renewal on January 1, 2015. Director of Administrative Services Hillmann will review the District's consideration of the proposals and the rationale for the recommendation to remain with our current property/casualty/liability insurance carrier.

Superintendent's Recommendation: Motion to accept the proposal from Northfield Insurance Agency as the School District's property/casualty/liability insurance carrier.

B. Items for Consent Grouping

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

1. Personnel Items.

a. Appointments*

1. Theresa Brake, Community School Club Leader at Greenvale Park beginning 12/01/2014 – 06/05/2015 for 1 hour/day (M-T-Th-F); \$18.68/hour.
2. Dylan McDonough, Assistant Wrestling Coach at the High School beginning 11/28/2014 – 02/28/2015; Level E, Step 1 (50% stipend).
3. Rock 'n Roll Revival: Ray Coudret, Director; Level A, Step 2; Bob Gregory-Bjorklund, Assistant Director; Level F, Step 9; Shari Setchell, Choreographer; Level E, Step 6; Craig Wasner, Coordinator; Level F, Step 7.
4. Event Workers: John Dennis, Donna Eicher, Glynnis Lessing and Christina Schwietz

b. Increase/Decrease/Change in Assignment

1. Trisha Beacom, Early Ventures Site Assistant Substitute, change to Early Ventures Site Assistant at Longfellow for 39 hours/week beginning 08/25/2014.
2. Michelle Gaertner, SLD Teacher at the Middle School, overload for one hour/day for specialized instruction beginning 11/19/2014 – 11/20/2014.
3. Candy Hard, ASD Teacher at the Middle School, overload for additional ½ hour/day for specialized instruction beginning 11/19/2014 – 11/20/2014.

c. Leaves of Absence

1. Colleen Hohrman, Unpaid Leave of Absence extended to January 9, 2015 (return to work date of 01/12/2015).

d. Resignations

1. Maelynn Rosas, Middle School Youth Center Site Assistant, resignation effective 11/19/2014.

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

VIII. Items for Information

1. Enrollment Report – December 2014.

IX. Future Meetings

Monday, January 12, 2015, 7:00 PM, Organizational School Board Meeting followed by the Regular School Board Meeting,
Northfield High School Media Center
Monday, January 26, 2015, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

X. Adjournment

NORTHFIELD PUBLIC SCHOOLS

School Board Minutes

School Board Minutes

November 24, 2014

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. Hardy was absent.
- II. Agenda Changes / Table File
The table file was added.
- III. Public Comment
There was no one.
- IV. Approval of Minutes
On a motion by Maple, seconded by Nelson, minutes of the Regular School Board meeting held on November 10, 2014, were unanimously approved.
- V. Announcements and Recognitions
 - On November 18, fifty DECA students attended the Minnesota Timberwolves/Lynx Business Club Day at the Target Center in Minneapolis. They heard from all top-level Wolves/Lynx managers and got a better understanding of the sports marketing industry. On December 5-7, eleven DECA officers and leaders will be attending the DECA Central Regional Leadership Conference in downtown Minneapolis with 2,500 other DECA students from twelve other upper-Midwest states. They will attend sessions lead by various business CEOs, attend leadership sessions, hear speakers, and tour Piper Jaffray.
 - Congratulations to Matt Hillmann on earning his doctorate in education from Minnesota State University, Mankato. He will officially graduate on December 13.
 - Pritchard thanked Bridgewater staff for the Veterans Day Assembly on November 11th. She was especially impressed with how seriously the students view this event.
- VI. Items for Discussion and / or Reports
 1. Site Improvement Plan Presentations – Bridgewater Elementary School and Northfield Middle School.
Bridgewater Principal Nancy Antoine introduced Bridgewater's site improvement plan followed by Hope Langston and Judi Vitito documenting the progress that has been made on Bridgewater's 2013-2014 site improvement objectives. Several areas of success were identified including all subgroups meeting AYP, 4th grade reading and 5th grade math gains, and continuing math gains for EL students. Fourth grade teachers Adam Danielson and Dana Holden, and Fifth grade teachers Brent Rauk, Sarah Duchene and Gail Kohl engaged the Board in a hands-on demonstration of using technology to assess student learning and support common formative assessments. To conclude the presentation, Hope and Judi spoke about Bridgewater's objectives and goals for 2014-2015 focused on growth in reading and math proficiency at all levels, and Principal Antoine reviewed Bridgewater's climate goals that look for continued school climate improvement for students, staff and parents.

Middle School Interim Principal Greg Gelineau presented the Middle School's site improvement plan. The presentation began with Principal Gelineau speaking about the Middle's Schools three goals from the 2013-2014 school year and the progress that has been made. For 2014-2015 the Middle School has developed five objectives: (1) To provide time for teachers to analyze summative and formative data, which will be used to differentiate curriculum; (2) Multi-Tier System of Support (MTSS) Coaches will look at MAP and MCA data to identify a group of students who they will support and create classroom interventions that will increase the student's academic success; (3) Study a specific group of students who struggle in Science and work to improve their organization skills, study habits and build self-confidence through a specialized Science Program (GeoScience Plus); (4) To provide the flexibility necessary for all secondary PLCs to set meaningful goals that reflect their area of teaching expertise; (5) Continue to work on

implementing a Positive Behavior Intervention and Support (PBIS) program with full implementation at the start of the 2015-16 school year.

2. FY 2014 Audit.

Craig Popenhagen, Partner with CliftonLarsonAllen, LLP, presented the results of the 2013-14 fiscal year audit. Comments focused on the executive summary.

3. Guiding Principles for Reviewing Later Start Options for Northfield Schools.

Superintendent Richardson shared preliminary information about start and end times for the Big 9 Conference and other school districts, as well as Conference superintendent's thoughts about modifying the school day. Dr. Richardson also shared preliminary information about the impact of later start and end times on students and teachers needing to leave classes in order to attend various conference events and contests. The Superintendent and Board dialogued about potential guiding principles that Board members might use in determining how they would consider the possibilities of a modified school day. With single tier busing, the challenges of instituting a later start time in the District for secondary students are significant especially if the length of the school day and the number of secondary classes remains constant. Based on the discussion, the Board is opposed to reducing the number and/or length of class periods, shortening the school day or moving to a multi-tier busing system with major additional transportation costs. The Board is also deeply concerned about elementary students getting home late in the afternoon, possibly even after dark during the winter months. After the discussion, the Board asked administration not to pursue a later start to the school day at this time, but to keep the concept in the mix should the District's curriculum and instructional strategies change in the future.

VII. Superintendent's Report

A. Items for Individual Action

1. FY 2014 Audit.

On a motion by Stratmoen, seconded by Nelson, the Board unanimously accepted the 2013-2014 audit report as presented.

2. Revisions to School Board Policy 441 – Use of Technology and Telecommunications Systems by Employees and Policy 805 – Waste Reduction, Recycling, Environmental Protection and Compliance.
At the November 10, 2014, meeting, the Board was presented with revisions to these two policies that were precipitated by the School District receiving a federal grant for the community school at Greenvale Park. On a motion by Pritchard, seconded by Fossum, the Board unanimously approved revisions to School Board Policy 441 – Use of Technology and Telecommunications Systems by Employees, and School Board Policy 805 – Waste Reduction, Recycling, Environmental Protection and Compliance, as presented.

B. Items for Consent Grouping

On a motion by Maple, seconded by Fossum, the Board unanimously approved the Consent Grouping.

1. Overnight Trip Request.

The Board approved an additional overnight field trip (German language immersion weekend at Concordia Language Village in Bemidji February 6-8, 2015), which will be added to the list of Overnight Trips for 2014-15 that was approved by the Board on May 27, 2014.

2. Personnel Items.

a. Appointments*

1. Shelby Callahan, Weight Room Assistant (Winter) at the High School beginning 11/17/2014 – 03/20/2015; Level K, Step 1.
2. Savannah Dimick, CS Recreation Birthday Party Instructor and Program Substitute beginning 11/08/2014 – 05/31/2015; \$8.00/hour.
3. Juan Lopez Ramirez, Targeted Services PLUS Student Site Assistant at Bridgewater for 1.5 hours/day (M & W) beginning 11/19/2014 – 04/16/2015; \$8.39/hour.
4. Ali Ryan, Early Ventures Site Assistant at Longfellow for 32 hours/week beginning 11/26/2014; Step 3, \$12.28/hour.

5. Monika Burkhead, Student Council Co-Advisor at the Middle School beginning 11/19/2014 – 05/30/2015; Level I, Step 1 (50% Stipend).
 6. Heather Kuehl, Student Council Co-Advisor at the Middle School beginning 11/19/2014 – 05/30/2015; Level I, Step 1 (50% Stipend).
 7. Anaiah Legare, Community Services Recreation Lifeguard beginning 01/01/2015 – 05/31/2015; \$8.50/hour.
 8. Marilyn Neuville, Assistant Speech Coach at the Middle School beginning 11/19/2014 – 05/30/2015; Level L, Step 3.
 9. Chris O'Neill, Knowledge Masters Coach at the Middle School beginning 11/19/2014 – 05/30/2015; Level K, Step 1.
 10. Stephany Stromme, Director of Child Nutrition in the District beginning 12/02/2014; \$62,676/year prorated to number of work days in 2014-15, Step 1.
- b. Increase/Decrease/Change in Assignment
1. Lindsey Downs, Kindergarten Teacher at Sibley Elementary, change Targeted Services PLUS Program Teacher at Sibley for approximately 1.25 hours/day, from 4 days/week to 2 days/week (M-Th) beginning 11/17/2014 – 04/16/2015; Year 7 - \$27.73/hour.
 2. Gretel Ryan, PLUS Student Site Assistant at Bridgewater for 1.5 hours/day from 4 days/week, change to 2 days/week (M-Th) beginning 11/13/2014 – 04/16/2015; \$8.39/hour.
 3. Gina Swenson, Targeted Services PLUS Program Teacher at Sibley for 1.25 hours/day from 2 days/week, change to 4 days/week (M-Th) beginning 11/17/2014 – 04/16/2015; Year 2 - \$27.11/hour.
 4. Danielle Crase, SpecEd EA-PCA at Sibley, change to SpecEd EA-PCA at the Middle School beginning 11/17/2014.
 5. Cindy Keogh, KidVentures Site Assistant at Bridgewater for 19.75 hours/week, increase to 21 hours/week beginning 12/01/2014.
- c. Leaves of Absence
1. Barb Brunette, Family/Medical Leave of Absence extended through 01/02/2015.
 2. Teresa Findlay, Unpaid Leave of Absence beginning 11/13/2014 – 03/05/2015.
 3. Jessica Rushton, Family/Medical Leave of Absence beginning 11/25/2014 – 12/8/2014.
 4. Renae Schuster, Family/Medical Leave of Absence beginning 11/17/2014 – 11/26/2014. (Return to work 12/1/2014.)
- d. Resignations
1. Julia Daly, Early Childhood Educator, resignation effective 12/12/2014.
 2. Sydney Delp, Assistant Speech Coach at the High School, resignation effective 11/11/2014.
 3. Stephanie Mahal, Assistant Boys/Girls Track Coach, resignation effective 11/11/2014.
 4. Mark Thornton, Assistant Boys/Girls Track Coach, resignation effective 11/14/2014.

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

- e. The Board approved the increase in Non-Licensed Substitute Pay Rates as follows:
- | | | |
|---------------------------------------|----------------|--------------------------|
| Substitute Educational Assistants | \$13.06/hour | (currently \$12.59/hour) |
| Substitute Child Nutrition Associates | \$10.95/hour | (currently \$10.56/hour) |
| Substitute Clerical | \$13.06/hour | (currently \$12.59/hour) |
| Substitute Custodial | \$13.06/hour | (currently \$12.59/hour) |
| Substitute Nurse | \$26.80/hour** | (currently \$16.50/hour) |

**This change is part of a market adjustment done during the updating of the School Nurse contract covering the 2014-16 school years.

VIII. Items for Information

1. Enrollment Options Report.

The 2014-2015 Enrollment Options Report showed that Northfield Public Schools has 282 students attending our schools from other school districts this school year compared to 281 last year. 759 Northfield

students are attending school elsewhere, including other public schools (187), charter schools (288), home schools (121) and non-public schools (163). Last year 757 students attended school elsewhere.

2. Property/Casualty/Liability Insurance Preview.

Director of Administrative Services Matt Hillmann shared an overview of the District's property/casualty/liability insurance renewal process. The renewal date for this portion of the District's insurance is January 1st. Quotations from vendors are due November 26th and will be brought to the Board on December 8th for consideration.

3. Fall Parent-Teacher Conferences.

	<u>2014</u>	<u>2013</u>
Greenvale Park	94%	96%
Sibley	98%	99%
Bridgewater	98%	95%
Middle School	73%	82%
High School	40%	46%
Area Learning Center	32%	61%

IX. Future Meetings

Monday, December 8, 2014, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

Monday, January 12, 2015, 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 Nelson, the Board adjourned at 9:55 PM.

Noel Stratmoen
School Board Clerk



TRUTH IN TAXATION 2014 Pay 2015 Levy Certification

FINAL 2015 LEVY & 2014-15 BUDGET

12/8/2014

Summary

2015 Property Tax Levy

Overall maximum levy authority up \$302,422.84
or 1.98%.

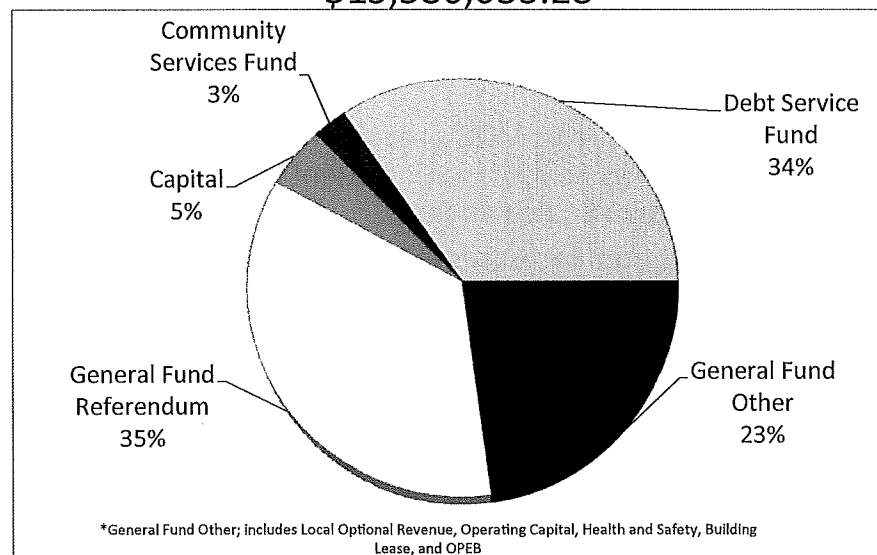
- Primarily due to MDE's recommendation to be as accurate as possible with student count for Referendum calculation
- This created increases in other student driven calculations such as Operating Capital and Deferred Maintenance
- This increase was offset partially by a reduction in Debt Service as a result of refunding bonds

Levy of \$15.6 million: 1.98% or \$302,422.84
higher than prior year certified levy

Levy Authority vs. Certification

	PAY 14	PAY 15	DIFFERENCE
LEVY AUTHORITY	\$15,277,610.44	\$15,580,033.28	\$302,422.84
LEVY CERTIFICATION	\$15,277,610.44	\$15,580,033.28	\$302,422.84

2015 Property Tax Levy \$15,580,033.28



Subtotals by Fund	Pay 2014 Certified Levy	Pay 2015 Proposed Levy	Increase (Decrease)	Percent Change
General Fund	9,285,857.04	9,786,009.72	500,152.68	5.39%
Community Services Fund	398,416.90	409,538.51	11,121.61	2.79%
Debt Service Fund	5,593,336.50	5,384,485.05	(208,851.45)	(3.73%)
Total	15,277,610.44	15,580,033.28	302,422.84	1.98%

Subtotals by Truth in Taxation Category	Pay 2014 Certified Levy	Pay 2015 Proposed Levy	Increase (Decrease)	Percent Change
Voter Approved	10,289,428.00	10,359,140.26	69,712.26	0.68%
Other	4,988,182.44	5,220,893.02	232,710.58	4.67%
Total	15,277,610.44	15,580,033.28	302,422.84	1.98%



2014-15 Revised General Fund Budget

12/8/2014

2014-15 General Fund Budget Revision

Key factors for adjusting budget from adopted to revised:

- Audited information for previous fiscal year finalized
- October 1 enrollment data no longer a projection
- Employment Agreements are finalized
- Updated federal revenues and expenditures

2014 October 1st pupil count

	10-11	11-12	12-13	13-14	14-15
PK	66	69	76	63	52
K-5	1,581	1,650	1,616	1,612	1,638
6-8	884	868	922	912	945
9-12	<u>1,310</u>	<u>1,281</u>	<u>1,286</u>	<u>1,281</u>	<u>1,285</u>
TOTAL	3,841	3,868	3,900	3,868	3,920
Change		0.70%	0.83%	(0.83%)	1.34%

Revenue Revision

	Audit Results	Adopted Budget	Revised Budget	Net Change
Property Tax	5,290,057	9,378,076	9,285,857	(92,219)
State Sources	34,755,108	32,194,380	32,747,113	552,733
Federal Sources	1,215,595	1,111,559	1,274,349	162,790
Local Sources	<u>1,269,119</u>	<u>1,144,375</u>	<u>1,227,903</u>	<u>83,528</u>
Total	42,529,879	43,828,390	44,535,222	706,832

Notes:

Property Tax: matched final certified Pay 14 Levy; lower amount due to the State paying back the property tax shift

State Sources: Oct 1 enrollment was higher than projected by roughly 65 students

Federal Sources: Received 2 federal grants – 21st Century Grant and Project Aware

Local: Increase for MA Billing Projection

Expenditure Revision

	Audit Results	Adopted Budget	Revised Budget	Net Change
Salaries & Benefits	32,809,850	34,414,632	34,708,802	294,170
Purchased Services	6,245,290	6,502,784	6,637,825	135,041
Supplies/Other	1,622,597	2,164,510	2,257,969	93,459
Capital	<u>1,423,489</u>	<u>1,130,769</u>	<u>1,130,769</u>	<u>0</u>
Total	42,101,226	44,212,695	44,735,365	522,670

Notes:

Salaries & Benefits: Some employment contracts settled higher than anticipated but within Board identified parameters. Dental Insurance was lower for employees in FY14 and was inadvertently rolled forward into the adopted FY15 budget

Purchased Services: Primarily due to the two federal grants we were awarded as well as an increase for utility costs based on a three year analysis

Supplies/Other: Increase for natural gas cost based on three year analysis as well as allocation of federal budgets

2014-15 General Fund Budget

FUND SUMMARY			
	2013-14	2014-15	2014-15
	Audit Results	Adopted Budget	Revised Budget
Beginning Fund Balance*	\$14,522,922	\$14,417,183	\$14,951,575
Annual Revenue	42,529,879	43,828,390	44,535,222
Total Sources	57,052,801	58,245,573	59,486,797
Annual Expenditures	42,101,226	44,212,695	44,735,365
Ending Fund Balance*	\$14,951,575	\$14,032,878	\$14,751,432
Unassigned Fund Balance	\$ 10,227,918	\$8,850,632	\$10,111,712
*Beginning and ending fund balances include unrestricted and restricted dollars			

THANK YOU!

QUESTIONS?

2013-14 Site Progress Report and 2014-15 Site Improvement Plan for: Greenvale Park

Site Vision Statement:

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

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

Site Statement of Collective Commitments:

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

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

Site Improvement Team Members: David Craft, Danielle Amundson, Roanne Johnson, Kathryn Schmidt, Kelle Edwards, Michelle Sickler, Sari Zach, Gigi Tisdale, Anne Berry, Briana Bulfer, Stephanie Hagberg, Angela Eliason, Diane Torbenson, Lisa Nelson, Andy Unseth, Heather Ryden, Amy Willkomm

Reviewed by Staff:

Signature

Kelle Edwards

Date

10/15/14

Final Approval by
Site Improvement Team:

Signature

[Signature]

Date

10/15/14

Final Approval by
Superintendent:

Signature

[Signature]

Date

10/20/14

2013-14 Site Progress Report for: Greenvale Park

Site Improvement Objective: #1

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

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

District or DEPAC Strategy/Strategies Supported:

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

DEPAC 2013-14 Assessment - We will partner with community agencies that serve students by providing meaningful data support, emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2013-14 Assessment - 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.

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

DEPAC 2013-14 Teaching and Learning – The District will implement consistent standards-based grading strategies and procedures at the elementary level, and continue studying standards-based grading at the secondary level during 2013-14.

DEPAC 2013-14 Teaching and Learning - 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.

Measurable Evidence of Need (2012-2013):

GOAL 1

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 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

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

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

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

Student SMART Achievement Goal:

1. 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.
2. We will reduce the number of White or 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.

2013-14 Action Plan Completion Details

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Continue to use the district's Language Arts Frameworks as well as the Language Arts Beliefs outlined in the Elementary Language Arts Tutorials to fully embed reader's workshop and word study in our instruction.	✓	✓	Teacher schedules, lesson plans, evaluation cycle. Building schedules. Formal and Informal Observations by the Principal. MAP, MCA, DIBELS, BAS Somewhat inconsistent application of program in places. There has not been a Tier I integrity check across all classrooms by the district to determine level of implementation.
2	Continue to use the Reader's Workshop Model for Core Reading Instruction and offer a Balanced Literacy approach as a means to teach students at their instructional level and differentiate as needed.	✓		Teacher schedules. Building schedules. Formal and Informal Observations by the Principal. MAP, MCA, DIBELS, BAS Somewhat inconsistent application of program in places. There has not been an integrity check across all classrooms to determine level of implementation.
3	Use the optimal learning model to guide instruction and explicitly teach comprehension strategies and decoding skills.	✓		Teacher schedules. Building schedules. Formal and Informal Observations by the Principal. Formative Assessments and Summative Assessments
4	Use the DIBELS Reading assessment to benchmark all students (3 times a year) and progress monitor students below benchmark (once every 1-2 weeks).	✓		Online Benchmarking Data Online Progress Monitoring
5	Use reading flex time to further differentiate instruction and teach students at their instructional level.	✓		Teacher schedules. Building schedules. Formal and Informal Observations by the Principal. DIBELS Reading, MAP, MCA, BAS, Words Their Way (WTW)
6	Professional Learning Community (PLC) teams will enhance core instruction and student learning by addressing the Five Critical Questions of PLCs: 1. What do students need to know? (Essential Learnings/Skills) 2. How will we know if they have learned it? (Formative and Summative Assessment) 3. What will we do when they haven't learned it? (Differentiation, Remediation, Intervention) 4. What will we do when they have already learned it? (Differentiation, Enrichment, Extension) 5. How can we improve our practice? (Collaboration, Action	✓		DIBELS Reading, MAP, MCA, BAS, WTW, PLC Team Documents

	Research, Professional Learning			
7	Provide teachers with data, resources, staff development and support in the area of reading.	✓		Intervention Tracking Data, Unit Assessments, DIBELS Reading, MAP, MCA
8	Implement interventions for selected students who are below benchmark	✓		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.	✓		Intervention Tracking Data, DIBELS Reading, MAP, MCA, BAS, WTW, SST Documentation
10	Implement Words Their Way as a means of adding word study for vocabulary, phonics and spelling at children's instructional level.	✓		WTW inventory
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.	✓		Data provided by Classroom teachers, RtI Reading Coach, Title 1 teachers
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.	✓		Book check out reports
13	Creating greater access to leveled books for "just right" reading by continuing to level the Media Center (non-fiction).	✓		Media EA assigned to leveling books at appropriate levels. Shelving the books.

What implications do this year's results have for 2014-15:

Greenvale Park is an economically and culturally diverse school community. As the demographic populations of our two most fragile groups of children continue to enroll at higher rates while our majority demographic continues to enroll at a lower rate, we have maintained successful development and implementation of strategies that support our increasingly diverse student population. The achievement results of our Reading and Math goals from 2013-14 are manifestations of our ability to adapt to a complex array of multiple at-risk factors that adversely affect approximately 48% of our student population in a multitude of ways. Our commitment to being reflective practitioners with the resolve that we control our own environment in positive ways has always been, in large part, the reason for our success.

We had mixed success in achieving the desired results in reading at the end of the 2013-2014 school year. However, an increase in overall proficiency in reading as well as an increase in our overall Multiple Measure Rating (MMR) shows our determination in being data driven and results oriented.

MCA III ASSESSMENT RESULTS FOR READING, SPRING 2014

Reading Proficiency

- 65% proficiency All Students—up from 57% in previous year.
- 75% proficiency White, not of Hispanic origin—up from 68% in previous year.
 - District Average: 73% proficiency White, not of Hispanic origin
 - State Average: 67% proficiency White, not of Hispanic origin

Multiple Measurement System Summary

- 61.48% MMR—up from 38.92% MMR in previous year.

SMART Achievement Goal Results

- 1% **increase** in non-proficiency in our **EL** subgroup
- 28% **reduction** in non-proficiency in our **White/FRPL** not of Hispanic subgroup

As we continue our ten year journey of growing in the richness of our diversity, we will need to continue to be mindful of the needs of all students e.g. Greenvale Park posted a 75% proficiency rate (highest in the district) in our White, not of Hispanic origin subgroup. We will also need to be mindful of the demographic changes that have been occurring over time and the unique role Greenvale Park Elementary School plays in supporting children in poverty with multiple at-risk factors e.g. Northfield's English learners (ELs), children in poverty, and children of color.

Our Future Success Depends on an Understanding of Multiple At-Risk Factors and the Effects of Poverty

"Only two short generations ago, policymakers, school leaders, and teachers commonly thought of children raised in poverty with sympathy but without an understanding of how profoundly their chances for success were diminished by their situation. Today, we have a broad research base that clearly outlines the ramifications of living in poverty as well as evidence of schools that do succeed with economically disadvantaged students. We can safely say that we have no excuse to let any child fail. Poverty calls for key information and smarter strategies, not resignation and despair."

~~Eric Jensen

Our demographic trend data show a steady rise in poverty, as well as other multiple at-risk factors, over the past ten years and they constitute key information that should inform our future strategies for success. To give the reader perspective relative to our demographic trend data, it is important to note that:

- In 2004, 18% of our Greenvale Park families were living in poverty based on being eligible for free or reduced program lunch (FRPL) benefits. In 2014, 48% of our families are eligible. There has been a 30% increase in participation in FRPL benefits over the past 10 years.
- In 2004, 2% of our Greenvale Park families experienced limited English proficiency. In 2014, 28% of our families experience limited English proficiency. There has been a 26% increase over the past 10 years.
- In 2014 in grades K-2, the FRPL participation is 53% while in grades 3-5 the FRPL participation is 42%.

This demographic trend data by no means represents a Greenvale Park belief system that children in poverty, children of color, and children with limited English proficiency cannot succeed. Anyone who suggests otherwise is uninformed. The hallmark of Greenvale Park faculty, staff, and administration has always been the belief that all children can and do succeed given the appropriate strategies and framework. Our trademark slogan is: Set a Goal, Persevere, Succeed.

That having been said, our mission is to reflect on the broad research base regarding multiple at-risk factors and the effects of poverty. This is particularly so in the event no circumstances arise that would mitigate a steady increase in poverty at Greenvale Park. We believe an understanding of poverty is necessary in order to develop meaningful strategies that increase respect, belonging, and student achievement in all students. The following narrative outlines some of the research that will inform our practice. It is from Eric Jensen's book, *"Teaching With Poverty In Mind."*

Multiple At-Risk Factors and the Effects of Poverty

Poverty presents a complex array of multiple at-risk factors that adversely affect our population in a multitude of ways. *Based on current research, the four primary risk factors afflicting families living in poverty are:*

- *Emotional and Social Challenges*
- *Acute and Chronic Stressors*
- *Cognitive Lags*
- *Health and Safety Issues*

The aggregate of risk factors makes everyday living a struggle; they are multifaceted and interwoven, building on and playing off one another with a devastatingly synergistic effect (Atzaba-Poria, Pike, & Deater-Deckard, 2004). In other words, one problem created by poverty begets another, which in turn contributes to another, leading to a seemingly endless cascade of deleterious consequences. A head injury, for example, is a potentially dire event for a child living in poverty. With limited access to adequate medical care, the child may experience cognitive or emotional damage, mental illness, or depression, possibly attended with denial or shame that further prevents the child from getting necessary help; impairments in vision or hearing that go untested, undiagnosed, and untreated; or undiagnosed behavior disorders, such as AD/HD or oppositional personality disorder.

It's safe to say that poverty and its attendant risk factors are damaging to the physical, socio-emotional, and cognitive well-being of children and their families. Data from the Infant Health and Development Program show that 40 percent of children living in chronic poverty had deficiencies in at least two areas of functioning such as language and emotional responsiveness at age 3 (Bradley et al., 1994).

To that end, a recent research study has found that 74% of jobs today require a college education. That having been said there is a raft of research correlating low high school graduation rates/college enrollment rates with multiple at-risk factors. By way of example, EL proficiency index rates on the MCA III make up the lowest scoring subgroup in all of our schools here in Northfield. When considering our high school has a 99% graduation rate while at the same time an EL proficiency index rate of 25 in reading, we feel a sense of urgency for our EL students with multiple at-risk factors. Northfield's highest scoring subgroup index rate in reading is 74. The difference between the two is the achievement gap. Given that Greenvale Park enrolls between 60% and 70% of the EL elementary population any given year, we have a unique opportunity to have a positive impact on this gap in achievement. If we successfully reduce non-proficiency by 10% each year for six years, we believe that more of our ELs, children in poverty, and children of color will move on to post-secondary institutions.

The implications of this year's results have created a sense of urgency in us. Our Hopes and Dreams are to educate more children in a manner that increases reading and math proficiency so that more multiple at-risk factor children in poverty not only graduate from high school with higher levels of reading and math proficiency but that they also attend and graduate from college.

Which of these steps were especially powerful:

1. Last year our School Improvement Plan included a 10% reduction in non-proficiency for our ELs and our White of non-Hispanic origin FRPL students. Also, each of our PLCs set a 10% reduction in non-proficiency for our ELs and our White of non-Hispanic origin FRPL students at each grade level. We believe this was a successful strategy on a number of levels:
 - a. It is consistent with our Collective Commitment to trust, respect, and cooperate with one another.
 - b. We shifted from a *curriculum/strand centered* orientation to a *child centered* orientation that incorporates responsive interventions.
 - c. It creates a 6 year, "We are in this together!" collaborative mindset as opposed to a "one year and out" mindset (NCLB).
 - d. This focus emphasizes an academic environment in which standard protocol interventions and Tier I replacement curriculums (provided by licensed teachers and then volunteers, EAs, RtI Specialists, EL teachers, Americorps) create short bursts of support that bring "bubble" children to benchmark. This allows classroom teachers to increase their sphere of influence with children who met benchmark but who need to be challenged at their own instructional level e.g. a child in the 90th percentile moving to the 95th percentile, a child moving from meeting to exceeding the standards, or a child in K-2 moving from the middle-upper quartile on the MAP to the upper-upper quartile.
 - e. This focus creates an academic environment in which Tier III interventions (provided by Title I and Special Education teachers) create meaningful modifications that bring at-risk children to a place of partially meeting, or meeting benchmark.
 - f. Because faculty and staff have communicated that it is doable, we are optimistic and hopeful that the best days are yet to come for our students. When faculty and staff have this belief and this hope, it translates to students so that students become more hopeful.
 - g. It's doable. If at a grade level, 40 out of 100 students are non-proficient, a 10% reduction in non-proficiency will move 4 students to proficiency.
 - h. A goal of a 10% reduction in non-proficiency will eventually reduce the achievement gap by 50% over the course of 6 years. Here is what it would look like in a hypothetical EL population.

Hypothetical Plan for 10% Reduction in Non-Proficiency for ELs
Based on a Kindergarten Cohort of 100 Students

HYPOTHETICAL PLAN FOR 50% REDUCTION IN NON-PROFICIENCY BY 2020 (6 YEARS)				
SCHOOL YEAR	Grade Level	# of Students in Kindergarten Cohort	# of EL Students Non-Proficient at Beginning of Cohort	# of EL Students Non-Proficient after 10% Reduction in Non-Proficiency
2014-2015	K	100	25	22
2015-2016	1	100	22	20
2016-2017	2	100	20	18
2017-2018	3	100	18	16
2018-2019	4	100	16	14
2019-2020	5	100	14	13

We can reduce the achievement gap in a kindergarten cohort of 100 students by 48% over a six year period! To reduce the achievement gap by 50% we would only need to capture one more student in six years. If this plan were carried out over grades K-12, a 73% reduction in non-proficiency would result.

2. 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.
3. Our RtI Specialists have been ESPECIALLY POWERFUL relative to the success of our students.
4. All things considered, we also believe one the most powerful keys to our success was class size. Last year, our average class size was 20. With a steady growth in our multiple at-risk factor children in poverty, smaller class sizes help to mitigate the negative effects of poverty.

2014-15 Site Continuous Improvement Plan for: Greenvale Park

Site Improvement Objective: #1

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

New/Continuing Objective: Continuing

Length of Objective: 5

Which Year: 4

District or DEPAC Strategy/Strategies Supported:

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

DEPAC 2013-14 Assessment - We will partner with community agencies that serve students by providing meaningful data support, emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2013-14 Assessment - 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.

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

DEPAC 2013-14 Teaching and Learning – The District will implement consistent standards-based grading strategies and procedures at the elementary level, and continue studying standards-based grading at the secondary level during 2013-14.

DEPAC 2013-14 Teaching and Learning - 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.

Measurable Evidence of Need 2013-2014:

Goal Not Met: There was a 1% increase in non-proficiency in Reading in our EL subgroup between spring, 2013 and spring, 2014.

Goal Met: There was a 28% decrease in non-proficiency in Reading in our White, not of Hispanic FRPL subgroup between spring, 2013 and spring, 2014.

Student SMART Achievement Goal:

1. We will reduce the number of EL students who scored NON-PROFICIENT in **reading** in the SPRING MCA III of 2014 by 10% in the spring MCA III of 2015.
2. 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 2014 by 10% in the spring MCA III of 2015.

2014-15 Action Plan Details:

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Continue to use the district's <u>Language Arts Frameworks</u> as well as the <u>Language Arts Beliefs</u> outlined in the <u>Elementary Language Arts Tutorials</u> to fully embed reader's workshop and word study in our	Sept. 2014	June 2015	Classroom Teachers, RtI Coach, Academic Support Staff	None	Ongoing	Formative and Summative Assessments, DIBELS Reading, BAS, MAP, MCA

	instruction.			(Title 1, Read 180, EL, SPED)			
2	Continue to use the <u>Reader's Workshop Model</u> for Core Reading Instruction and offer a <u>Balanced Literacy</u> approach as a means to teach students at their instructional level and differentiate as needed. Also, ensure that core reading instruction is at least 60 minutes per day for all children.	Sept. 2014	June 2015	Classroom Teachers, RtI Coach, Academic Support Staff (Title 1, Read 180, EL, SPED)	Time: 60 minute minimum for core reading instruction daily	Ongoing	Formative and Summative Assessments, DIBELS Reading, BAS, MAP, MCA
3	Use the <u>optimal learning model</u> to guide instruction and explicitly teach comprehension strategies and decoding skills.	Sept. 2014	June 2015	Classroom Teachers, RtI Coach, Academic Support Staff (Title 1, Read 180, EL, SPED)	None	Daily	Formative Assessments and Summative Assessments (Examples: reading records, writing samples and miscue analysis)
4	Continue to use the DIBELS Reading assessment system to benchmark all students (3 times a year) and progress monitor students below benchmark (every 1-2 weeks).	Sept. 2014	May 2015	Classroom Teachers, Title 1, Read 180, SpEd, RtI Coach, EAs	DIBELS Reading membership – paid for by Teaching and Learning Office	<i>Benchmark Periods:</i> Sept, Jan. and May <i>Progress Monitoring:</i> bi-weekly (Oct. to April)	DIBELS Reading Data (Benchmark and Progress Monitor Data)
5	Use reading flex time to further differentiate instruction and teach students at their instructional level.	Sept. 2014	May 2015	Classroom Teachers, RtI Coach, Academic Support Staff	Time: 30 minutes 4 times per week	Ongoing	Formative and Summative Assessments, DIBELS Reading, BAS, MAP and MCA
6	Professional Learning Community (PLC) teams will enhance core instruction and student learning by addressing the Five Critical Questions of PLCs: 1. What do students need to know? (<i>Essential Learnings/Skills</i>) 2. How will we know if they have learned it? (<i>Formative and Summative Assessment</i>) 3. What will we do when they haven't learned it? (<i>Differentiation, Remediation, Intervention</i>) 4. What will we do when they have	Sept. 2014	June 2015	PLC Teams, Principal, RtI Coaches	Weekly PLC Meetings District Wide	Weekly Meetings: (Wed. 7:45 - 8:45 am)	Formative and Summative Assessments, DIBELS Reading, MAP, MCA, BAS, WTW, PLC Team Documents

	already learned it? (<i>Differentiation, Enrichment, Extension</i>) 5. How can we improve our practice? (<i>Collaboration, Action Research, Professional Learning</i>)						
7	Provide teachers with data, resources, staff development and support in the area of reading.	Sept. 2014	June 2015	RtI Coach	TBD	Data Meetings: Oct., Feb. and May (<i>following benchmarking periods</i>) Monthly Staff Meetings On-going as needed (upon request)	Intervention Tracking Data, Formative and Summative Assessments, DIBELS Reading, BAS, MAP and MCA
8	Implement small group and individual interventions for selected students who are below benchmark. (<i>e.g., Leveled Literacy Intervention (LLI), Read 180 (Gr. 4-5), Touch Phonics and Reading Corps Interventions (K-3)</i>)	Sept. 2014	May 2015	Classroom Teachers, SpEd, Title 1, Read 180, Reading Corps Tutor, EAs and RtI Coach	None	Ongoing	Intervention Tracking Data, Formative and Summative Assessments, DIBELS Reading, BAS, MAP and MCA
9	Provide training and professional development in Leveled Literacy Intervention (LLI) – 3 full days: Oct. 13 and 14, 2014 and Jan. 22, 2015	Oct. 13, 2014	Jan. 22, 2015	Director of Teaching and Learning, RtI Coaches, Principal, Title 1 Staff, EL Staff, 1 Classroom Teacher per Grade Level	Presenter fee paid by Teaching and Learning Office	Oct. 2014 and Jan. 2015	BAS
10	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. 2014	June 2015	Building RtI Team (RtI Coaches, Psychologist, Social Worker and Principal), Licensed Staff, Support Staff	Time: Weekly SST Meetings	Ongoing	Intervention Tracking Data, Formative and Summative Assessments, DIBELS Reading, BAS, MAP, MCA and SST Documentation
11	Continue using <u>Words Their Way</u> as a word study tool for vocabulary, phonics	Sept. 2014	June 2015	Classroom Teachers, RtI	Time: 25 minutes daily	Ongoing	<i>Words Their Way Inventory</i> as well as Formative and

	and spelling at children's instructional level.			Reading Coach, Academic Support Staff			Summative Assessments (including writing samples)
12	Continue using Fountas and Pinnell Benchmark Assessment System (BAS) and Pearson Reading Screener (PRS) to assess children's reading level and to determine specific skill deficits in reading.	Sept. 2014	June 2015	Classroom teachers, RtI Reading Coach, Title 1 teachers	None	Benchmarking Periods: Sept., Jan. and May	BAS, PRS
13	Continue a high level of reading engagement by keeping the leveled Media Center open all day.	Sept. 2014	June 2015	Media Center Instructor Media EA Principal	Media Center staffed all day	Ongoing	Media Center Circulation Records
14	Provide literacy opportunities, support and enrichment through extended school day of the GVP Community School model.	Sept. 2014	May 2015	Community School Coordinators, Licensed Staff and Volunteers	Funding provided through Targeted Services and the GVP Community School Budget (21 st Century Grant)	Ongoing	Survey, Student Data
	Encourage love of reading and writing by inviting an author to Greenvale Park Elementary to share his work. (Michael Perry)	Sept. 2014	Sept. 2014	RtI Coach, Classroom Teachers	Time	Sept. 9, 2014	Student Interest
15	Celebrate literacy by holding <i>I Love to Read Month</i> activities.	Feb. 2015	March 2015	RtI Coach, <i>I Love to Read</i> Committee (including Media Specialist), Principal and GVP Staff	None	Feb. 2015	Survey, Student Interest and Engagement in Activities
16	Provide afterschool academic enrichment to students who need extra academic support through a club model involving GVP staff and other community members.	Sept. 2014	May 2015	Community School Coordinators, Licensed Staff, Volunteers	Cost provided through Targeted Services and/or GVP Community School budgets.	Ongoing	Surveys, student data
17	Provide morning Homework Help	Nov. 2014	May 2015	EA	Cost provided through GVP Community School budgets	Ongoing	Student data

2013-14 Site Progress Report for: Greenvale Park

Site Improvement Objective: #2

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

New/Continuing Objective: Continuing

Length of Objective: 5

Which Year: 3

District or DEPAC Strategy/Strategies Supported:

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

DEPAC 2013-14 Assessment - We will partner with community agencies that serve students by providing meaningful data support, emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2013-14 Assessment - 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.

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

DEPAC 2013-14 Teaching and Learning – The District will implement consistent standards-based grading strategies and procedures at the elementary level, and continue studying standards-based grading at the secondary level during 2013-14.

DEPAC 2013-14 Teaching and Learning - 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.

Measurable Evidence of Need (2012-2013):

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

Student SMART Achievement Goal:

1. 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.
2. 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.

2013-14 Action Plan Completion Details:

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Implement new Everyday Math resource (updated to reflect the Common Core math standards) for core math instruction.	✓		Formative & Summative Assessments, DIBELS Math, MAP, MCA
2	Implement Xtra Math, a web-based fact fluency program, to support the acquisition of basic math facts.	✓		Unit Assessments, DIBELS Math, MAP, MCA

3	Increase number of minutes of math instruction from 60-75 minutes to 90 minutes at least 4 days a week.	✓		Unit Assessments, DIBELS Math, MAP, MCA
4	Implement DIBELS Math assessment system to benchmark all students (3 times a year) and progress monitor students who are below benchmark (every 1-2 weeks).	✓		<i>DIBELS Math Data</i>
5	Continue to work toward implementing the Math Workshop Model for core math instruction, as a means to differentiate instruction and teach students at their instructional level.	✓		<i>Unit Assessments, DIBELS Math, MAP, MCA</i>
6	Use math flex time to further differentiate instruction and teach students at their instructional level.	✓		<i>Unit Assessments, DIBELS Math, MAP, MCA</i>
7	<p>Professional Learning Community (PLC) teams will enhance core instruction and student learning by addressing the Five Critical Questions of PLCs:</p> <ol style="list-style-type: none"> 1. What do students need to know? (Essential Learnings/Skills) 2. How will we know if they have learned it? (Formative and Summative Assessment) 3. What will we do when they haven't learned it? (Differentiation, Remediation, Intervention) 4. What will we do when they have already learned it? (Differentiation, Enrichment, Extension) 5. How can we improve our practice? (Collaboration, Action Research, Professional Learning) 	✓		<i>Unit Assessments, DIBELS Math, MAP, MCA, PLC Team Documents</i>
8	Provide teachers with data, resources, staff development and support in the area of math.	✓		<i>Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA, Survey</i>
9	Implement small group interventions for selected students who are below benchmark (e.g., Focus Math for grades K-2, Math Elevations for grades 3-5, Math Corps for	✓		<i>Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA</i>

	grades 4-5).			
10	Implement individual interventions for selected students who are below benchmark.	✓		<i>Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA</i>
11	Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.	✓		<i>Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA, SST Documentation</i>

What implications do this year's results have for 2014-15:

Greenvale Park is an economically and culturally diverse school community. As the demographic populations of our two most fragile groups of children continue to enroll at higher rates while our majority demographic continues to enroll at a lower rate, we have maintained successful development and implementation of strategies that support our increasingly diverse student population. The achievement results of our Reading and Math goals from 2013-14 are manifestations of our ability to adapt to a complex array of multiple at-risk factors that adversely affect approximately 48% of our student population in a multitude of ways. Our commitment to being reflective practitioners with the resolve that we control our own environment in positive ways has always been, in large part, the reason for our success.

We had mixed success in achieving the desired results in math at the end of the 2013-2014 school year. However, an increase in overall proficiency in math as well as an increase in our overall Multiple Measure Rating (MMR) shows our determination in being data driven and results oriented.

MCA III ASSESSMENT RESULTS FOR MATH, SPRING 2014

Math Proficiency

- 66% proficiency All Students—up from 60% in previous year.

Multiple Measurement System Summary

- 61.48% MMR—up from 38.92% MMR in previous year.

SMART Achievement Goal Results

- 0% **increase** in non-proficiency in our **EL** subgroup
- 33% **reduction** in non-proficiency in our **White/FRPL** not of Hispanic subgroup

As we continue our ten year journey of growing in the richness of our diversity, we will need to continue to be mindful of the needs of all students e.g. Greenvale Park posted a 75% proficiency rate (highest in the district) in our White, not of Hispanic origin subgroup. We will also need to be mindful of the demographic changes that have been occurring over time and the unique role Greenvale Park Elementary School plays in supporting children in poverty with multiple at-risk factors e.g. Northfield's English learners (ELs), children in poverty, and children of color.

Which of these steps were especially powerful:

1. Last year our School Improvement Plan included a 10% reduction in non-proficiency for our ELs and our White of non-Hispanic origin FRPL students. Also, each of our PLCs set a 10% reduction in non-proficiency for our ELs and our White of non-Hispanic origin FRPL students at each grade level. We believe this was a successful strategy on a number of levels:
 - a. It is consistent with our Collective Commitment to trust, respect, and cooperate with one another.

- b. We shifted from a *curriculum/strand centered* orientation to a *child centered* orientation that incorporates responsive interventions.
- c. It creates a 6 year, "We are in this together!" collaborative mindset as opposed to a "one year and out" mindset (NCLB).
- d. This focus emphasizes an academic environment in which standard protocol interventions and Tier I replacement curriculums (provided by licensed teachers and then volunteers, EAs, RtI Specialists, EL teachers, Americorps) create short bursts of support that bring "bubble" children to benchmark. This allows classroom teachers to increase their sphere of influence with children who met benchmark but who need to be challenged at their own instructional level e.g. a child in the 90th percentile moving to the 95th percentile, a child moving from meeting to exceeding the standards, or a child in K-2 moving from the middle-upper quartile on the MAP to the upper-upper quartile.
- e. This focus creates an academic environment in which Tier III interventions (provided by Title I and Special Education teachers) create meaningful modifications that bring at-risk children to a place of partially meeting, or meeting benchmark.
- f. Because faculty and staff have communicated that it is doable, we are optimistic and hopeful that the best days are yet to come for our students. When faculty and staff have this belief and this hope, it translates to students so that students become more hopeful.
- g. It's doable. If at a grade level, 40 out of 100 students are non-proficient, a 10% reduction in non-proficiency will move 4 students to proficiency.
- h. A goal of a 10% reduction in non-proficiency will eventually reduce the achievement gap by 50% over the course of 6 years. Here is what it would look like in a hypothetical EL population.

Hypothetical Plan for 10% Reduction in Non-Proficiency for ELs
Based on a Kindergarten Cohort of 100 Students

HYPOTHETICAL PLAN FOR 50% REDUCTION IN NON-PROFICIENCY BY 2020 (6 YEARS)				
SCHOOL YEAR	Grade Level	# of Students in Kindergarten Cohort	# of EL Students Non-Proficient at Beginning of Cohort	# of EL Students Non-Proficient after 10% Reduction in Non-Proficiency
2014-2015	K	100	25	22
2015-2016	1	100	22	20
2016-2017	2	100	20	18
2017-2018	3	100	18	16
2018-2019	4	100	16	14
2019-2020	5	100	14	13

We can reduce the achievement gap in a kindergarten cohort of 100 students by 48% over a six year period! To reduce the achievement gap by 50% we would only need to capture one more student in six years. If this plan were carried out over grades K-12, a 73% reduction in non-proficiency would result.

1. 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.
2. Our RtI Specialists have been ESPECIALLY POWERFUL relative to the success of our students.
3. All things considered, we also believe one of the most powerful keys to our success was class size. Last year, our average class size was 20. With a steady growth in our multiple at-risk factor children in poverty, smaller class size help to mitigate the negative effects of poverty.

2014-15 Site Continuous Improvement Plan for: Greenvale Park

Site Improvement Objective: #2

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

New/Continuing Objective: Continuing

Length of Objective: 5

Which Year: 4

District or DEPAC Strategy/Strategies Supported:

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

DEPAC 2013-14 Assessment - We will partner with community agencies that serve students by providing meaningful data support, emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2013-14 Assessment - 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.

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

DEPAC 2013-14 Teaching and Learning – The District will implement consistent standards-based grading strategies and procedures at the elementary level, and continue studying standards-based grading at the secondary level during 2013-14.

DEPAC 2013-14 Teaching and Learning - 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.

Measurable Evidence of Need (2013-2014):

Goal Not Met: There was a 0% decrease in non-proficiency in Math in our EL subgroup between spring, 2013 and spring, 2014.

Goal Met: There was a 33% decrease in non-proficiency in Math in our White, not of Hispanic subgroup between spring, 2013 and spring, 2014

Student SMART Achievement Goal:

1. 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.
2. 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.

2014-15 Action Plan Details:

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Continue to implement new Everyday Math resource (updated to reflect the Common Core math standards) for core math instruction.	Sep. 2014	June 2015	Classroom Teachers	None	Ongoing	Formative & Summative Assessments, DIBELS Math, MAP, MCA
2	Continue to implement Xtra Math, a web-based fact fluency program, to support the acquisition of basic math facts.	Sep. 2014	June 2015	Classroom Teachers	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA
3	Ensure 75-90 minutes of math instruction	Sep.	June	Classroom	None	Ongoing	Unit Assessments, DIBELS

	every day.	2014	2015	Teachers			Math, MAP, MCA
4	Continue to implement DIBELS Math assessment system to benchmark all students (3 times a year) and progress monitor students who are below benchmark (every 1-2 weeks).	Sep. 2014	May 2015	Classroom Teachers, SpEd Teachers, EAs, RtI Coach	Paid for by Teaching and Learning Office	Three times a year (September, January, May) and every two weeks (October-April)	DIBELS Math Data
5	Continue to work toward implementing the Math Workshop Model for core math instruction, as a means to differentiate instruction and teach students at their instructional level.	Sep. 2014	June 2015	Classroom Teachers, RtI Coach	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA
6	Use math flex time to further differentiate instruction and teach students at their instructional level.	Sep. 2014	April/ May 2015	Classroom Teachers, EAs, EL Teachers	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA
7	Professional Learning Community (PLC) teams will enhance core math instruction and student learning by addressing the Five Critical Questions of PLCs: 1. What do students need to know? (Essential Learnings/Skills) 2. How will we know if they have learned it? (Formative and Summative Assessment) 3. What will we do when they haven't learned it? (Differentiation, Remediation, Intervention) 4. What will we do when they have already learned it? (Differentiation, Enrichment, Extension) 5. How can we improve our practice? (Collaboration, Action Research, Professional Learning)	Sep. 2014	June 2015	PLC Teams	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA, PLC Team Documents
8	Provide teachers with data, resources, staff development and support in the area of math.	Sep. 2014	June 2015	RtI Coach	TBD	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA, Survey
9	Implement small group interventions for selected students who are below benchmark (e.g., Focus Math for grades K-5, Math Elevations for grades 3-5, Math Corps for grades 4-5).	Sep. 2014	April/ May 2015	Classroom Teachers, SpEd Teachers, Math Corps Tutor, Academic Support	None	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA

				Teacher, Title I, EAs, RtI Coach			
10	Implement individual interventions for selected students who are below benchmark.	Sep. 2014	April/ May 2015	Classroom Teachers, SpEd Teachers, EAs, RtI Coach, RtI Interventionists	None	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA
11	Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.	Sep. 2014	June 2015	RtI Coaches, SST, Licensed Staff, Support Staff	None	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA, SST Documentation
12	Implement 2 nd annual "Math Madness" celebration. Goals for students: Generate excitement for math, develop confidence as mathematicians, learn new math skills and concepts, engage in fun and meaningful math activities.	March 2015	March 2015	RtI Coach, Math Madness Planning Team, Licensed Staff	\$200	March/April 2015	Survey, student data
13	Provide homework help, support and enrichment through the GVP Community School model.	Oct. 2014- May 2015	May 2015	Community School Coordinators, Licensed Staff, Volunteers	Cost provided through Targeted Services and/or GVP Community School budgets.	Ongoing	Survey, student data
14	Provide afterschool academic enrichment to students who need extra academic support through a club model involving GVP staff and other community members.	Sept. 2014	May 2015	Community School Coordinators, Licensed Staff, Volunteers	Cost provided through Targeted Services and/or GVP Community School budgets.	Ongoing	Surveys, student data
15	Provide morning Homework Help	Nov. 2014	May 2015	EA	Cost provided through GVP Community School budgets	Ongoing	Student data

Notes for 2014-15:

- Look into CGI – Cognitive Guided Instruction- for math. (much like CRA – Concrete, Representational, Abstract – from Math Corps)
- Look into Math Recovery

2013-14 Site Progress Report for: Greenvale Park

Site Improvement Objective: #3

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

New/Continuing Objective: *New* **Length of Objective:** *5* **Which Year:** *1*

District or DEPAC Strategy/Strategies Supported:

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

Strategic Plan Climate- We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

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

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

DEPAC 2013-14 Assessment - 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.

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

DEPAC 2013-14 Student Services - The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility and self-regulations.

DEPAC 2013-14 Student Services - The District will foster school connectedness amongst students, families, and staff promoting mutual respect and enhancing emotional health.

Measurable Evidence of Need:

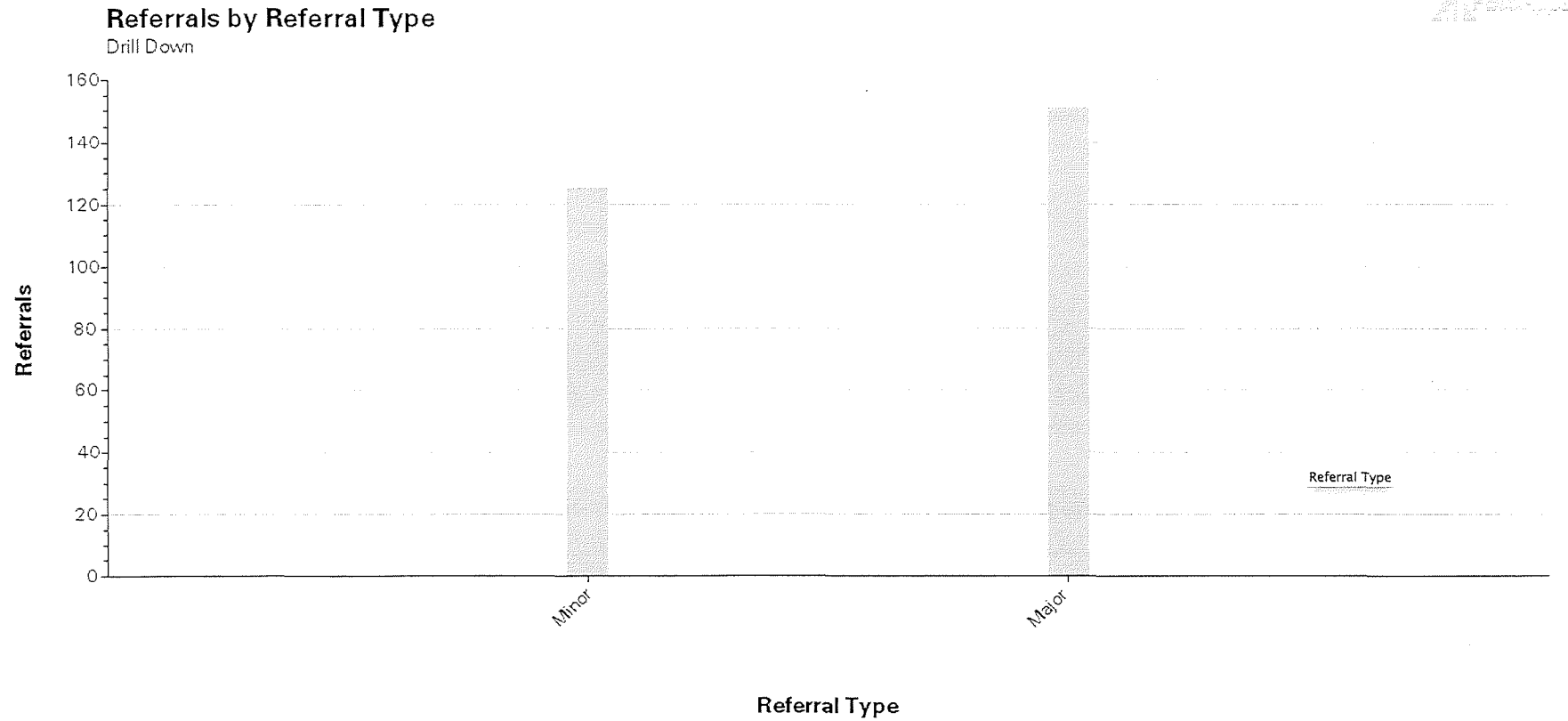
1. *Greenvale Park faculty and staff administered 256 fix its in 2012-2013.*
2. *Greenvale Park faculty and staff administered 111 bottom lines in 2012-2013.*
3. *In 2012-2013 eleven parents surveyed disagreed and one parent strongly disagreed with the statement, "Students show respect for other students."*
4. *In 2012-2013 five parents surveyed disagreed and three parents strongly disagreed with the statement, "There is adequate supervision before and after school."*

Student SMART Achievement Goal(s):

1. *We will reduce the number of fix its administered, in the 2012-2013 school year, by 10% by the end of the 2013-2014 school year.*
2. *We will reduce the number of bottom lines administered, in the 2012-2013 school year, by 10% by the end of the 2013-2014 school year.*
3. *We will reduce the number 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.*
4. *We will reduce the number 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.*

SMART Goal Results

1. There was a 51% reduction in fix its administered between the 2012-2013 school year (n=256) and the 2013-2014 school year (n=125).
2. There was a 36% increase in bottom lines administered between the 2012-2013 (n=111) school year and the 2013-2014 school year (n=151).



Referrals Per 100 Students Per Year

This report shows the rate of referrals per 100 students associated with each school year since your school enrolled in SWIS. Referrals rates are averaged per 100 students in order to accurately compare across school years with varying student enrollment totals.

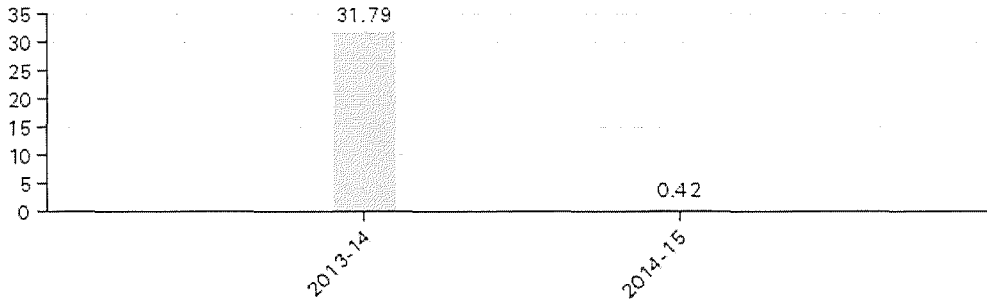
Use this report to compare overall trends in referral patterns by referral type across years of SWIS implementation.

Referrals Per 100 Students Per Year

Major



Referrals Per 100 Students



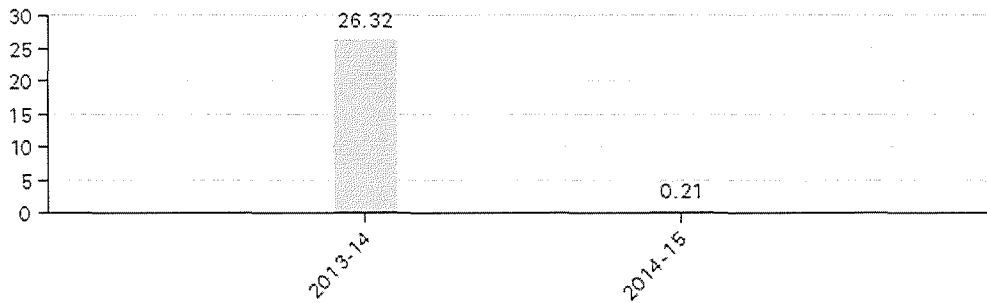
School Year

Referrals Per 100 Students Per Year

Minor



Referrals Per 100 Students



School Year

3. There was a 64% reduction in the number of parents who strongly disagree and disagree with the statement, "Students show respect for other students," between the 2012-2013 school year (n=11) and the 2013-2014 school year (n=4).

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not enough information to respond		
16. Students show respect for other students.	5.56% 2	5.56% 2	44.44% 16	38.89% 14	5.56% 2	36	3.24

4. There was a 60% reduction in the number of parents who strongly disagree and disagree with the statement, "There is adequate supervision before and after school," between the 2012-2013 school year (n=5) and the 2013-2014 school year (n=2).

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not enough information to respond		
18. There is adequate supervision before and after school.	5.56% 2	0.00% 0	33.33% 12	50.00% 18	11.11% 4	36	3.44

2013-14 Action Plan Completion Details:

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Parent Involvement Recruit Parent Volunteers	✓		Volunteer log used by volunteers used to sign-in each day. iPad used by Accelerate Northfield to monitor volunteer activity.
2	Parent Involvement Track parent involvement in order to determine the level of involvement		✓	
3	Parent Involvement Track student involvement in leadership and performance in order to determine the		✓	

	level of participation			
4	Parent Information Parent Conference Information Stations	✓		Primary source confirmation by parents, faculty, and staff who attended parent conferences.
5	Parent information Monthly Parent News from Parent Liaisons	✓		Primary source confirmation by parents who received monthly news.
6	Parent information Audio Gecko Gazettes	✓		Record of announcements kept by the online messaging service (Skylert).
7	Parent information Parent Communication Survey	✓		Record of survey kept by the online survey service (SurveyMonkey).
8	Parent information Parent Participation Survey		✓	
9	Family-school Connection Family Fun Dance	✓		Primary source confirmation by parents, faculty, and staff who attended fall Dance. Video recording and still photos of families participating in the dance.
10	Family-school Connection Evening of the Arts	✓		Primary source confirmation by parents, faculty, and staff who attended Evening of the Arts. Video recording and still photos of families participating in the Evening of the Arts.
11	Family-school Connection Greenvale Talent Shows	✓		Primary source confirmation by parents, faculty, and staff who attended Talent Show. Video recording and still photos of children participating in the Talent Show.
12	Family-school Connection Connected Kids Mentoring	✓		Participation records kept by Community Services showing participation levels.
13	Child Connections PBIS Workshop Greenvale Park will create a positive social, emotional, behavioral culture. Greenvale Park will create individual behavioral supports needed to achieve academic and social, emotional success for students going through the SST process.	✓		See documents created for building-wide PBIS implementation (see Figure #)
14	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	✓		See sample data collection graphs in this document.

	in order to identify building academic and social, emotional needs.			
15	Child Connections Core Essentials Character Education Program Monthly Traits Courage Honor Wisdom Compassion Determination Honesty Friendship Peace	✓		See documents implemented as a part of the Character Education Program at Greenvale Park (see Figure #)
16	Child Connections Monthly Building-Wide Meetings We will recognize students who Set a Goal Persevere Succeed.	✓		
17	Child Connections Peer Mediation Training for students in grades 3-5	✓		

What implications do this year's results have for 2014-15:

The success of our Climate goals for 2013-14 show we are growing in our commitment to being data driven and results oriented with respect to the social, emotional, and behavioral needs of our students in the same manner in which we have successfully addressed our Reading and Math goals. Our commitment to being reflective practitioners with the resolve that we control our own environment in positive ways has always been, in large part, the reason for our success. In fact, we believe our Climate programming is qualitatively responsible for an increase in quantifiable academic proficiency in reading and math in the spring of 2014.

- In the spring of 2014, Greenvale Park families, faculty, staff, and administration positively impacted overall student achievement by posting an 8% increase in reading proficiency on the MCA III Reading Assessment.
- In the spring of 2014, Greenvale Park families, faculty, staff, and administration positively impacted overall student achievement by posting a 5% increase in math proficiency on the MCA III Math Assessment.

As we continue our ten year journey of growing in the richness of our diversity, we will need to continue to be mindful of the needs of all students e.g. Greenvale Park posted a 75% proficiency rate (highest in the district) in our White, not of Hispanic origin subgroup. We will also need to be mindful of the demographic changes that have been occurring over time and the unique role Greenvale Park Elementary School plays in supporting children in poverty with multiple at-risk factors e.g. Northfield's English learners (ELs), children in poverty, and children of color.

Which of these steps were especially powerful?

With these thoughts in mind, Greenvale Park Faculty and staff will continue to grow successful strategies that will narrow the achievement gap and increase the likelihood of all students, but particularly FRPL and LEP children, of attending college so that they have access to a job market that requires 74% of the work force to complete a college education.

- Character Education Curriculum – The common language and use of this language in classrooms, common living areas, and at building-wide meetings has created a culture of positive skill streams of respect and belonging. Character Education provides practice in life skills for success.
- Katie Arnold implementing object lessons for each classroom on a monthly basis has reinforced the power of mutual respect and the application of our character traits in the daily lives of our children.
- A positive impact can be seen from teachers supervising recess. It has also had a positive impact on student interactions and a reduction in unresolved conflict at the end of the day.
- Evening of the Arts, Dance-a-Thon, etc. support the growth in a sense of building community and they provide an environment for families and faculty to make connections.
- Building-wide Meetings have helped build community and encouraged more child connections. These meetings have also increased parent participation during the school day as parents are invited to attend them when their child is being recognized. The positive energy during these meetings is powerful. The goal descriptions are meaningful for the students and adults.
- Encouraging parents to eat breakfast with their children.
- The implementation of PBIS strategies
- 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.
- Our RtI Specialists have been ESPECIALLY POWERFUL relative to the success of our students.
- **All things considered, we also believe one the most powerful keys to our success was class size. Last year, our average class size was 20. With a steady growth in our multiple at-risk factor children in poverty, smaller class sizes help to mitigate the negative effects of poverty.**

2014-15 Site Continuous Improvement Plan for: Greenvale Park

Site Improvement Objective: #3

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

New/Continuing Objective: Continuing

Length of Objective: 5

Which Year: 2

District or DEPAC Strategy/Strategies Supported:

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

Strategic Plan Climate- We will create and strengthen an environment that fosters mutual respect, responsibility and rigor, and ensures the right to physical, emotional and intellectual safety for every person.

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

Strategic Plan Diversity - We will implement plans and practices that foster full participation by all learners and that address issues that include, but are not limited to, race, gender, culture, religion, sexual orientation, language, disabilities and socio-economic factors.

DEPAC 2013-14 Assessment - 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.

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

DEPAC 2013-14 Student Services - The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility and self-regulations.

DEPAC 2013-14 Student Services - The District will foster school connectedness amongst students, families, and staff promoting mutual respect and enhancing emotional health.

Measurable Evidence of Need:

- There were 125 fix its administered in the 2013-2014 school year.
- There were 151 bottom lines administered in the 2013-2014 school year.

Student SMART Achievement Goal:

1. We will reduce the number of fix its administered, in the 2013-2014 school year, by 10% by the end of the 2014-2015 school year.
2. We will reduce the number of bottom line administered, in the 2013-2014 school year, by 10% by the end of the 2014-2015 school year.

2014-15 Action Plan Details:

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Parent Involvement Recruit Parent Volunteers	9-4-14	6-6-15	Community School Coordinators	Time	Bi-Monthly with Principal	Blue Volunteer Form, Spreadsheet
2	Parent Involvement Track parent involvement in order to determine the level of involvement	9-4-14	6-6-15	Community School Coordinators		Each Event	Participation Forms RSVP's, Attendance Counts
3	Parent Involvement Track student involvement in leadership and performance in order to determine the level of participation	9-4-14	6-6-15	Dave Craft Community School Coordinators		Each Event	Participation Forms RSVP's, Attendance Counts
4	Parent Information Parent Conference Information Stations	Nov 2014	Mar 2015	Community School Coordinators	Time Reserve Space	TBN	Attendance Counts
5	Parent information Monthly Parent News from Community School Coordinators	9-4-14	6-6-15	Community School Coordinators	Time	Monthly	Each Newsletter
6	Parent information Audio Gecko Gazettes	9-4-14	6-6-15	Principal	Time Skylert Messaging	Bimonthly	Each Newsletter
7	Parent information Parent Communication Survey	Oct 2014	Oct 2015	Community School Coordinators, Principal Climate	Time Survey Monkey	Annual	Survey Tally and Analyze
8	Parent information Parent Participation Survey	Nov 2014	Nov 2015	Community School Coordinators, Principal Climate	Time Survey Monkey	Annual	Survey Tally and Analyze
9	Family-school Connection Family Fun Dance	10/26/14	10/26/15	Community School Coordinators/P	Time Food and	10-15-15	RSVP's, Attendance

				TO	Beverage Reserve Space		Counts
10	Family-school Connection Evening of the Arts	4/9/14	4/9/15	Community School Coordinators/St aff	Time Reserve Space	TBN	RSVP's, Attendance Counts
11	Family-school Connection Greenvale Talent Shows	5/29/14	Same	Community School Coordinators Teachers	Time Food and Beverage Reserve Space	TBN	RSVP's, Attendance Counts
12	Family-school Connection Connected Kids Mentoring	Sept 2014	May 2015	Laura Berdahl, Supervisor of Matches	Time Reserve Space	Each Event	Spreadsheet
13	<p>Child Connections</p> <p>PBIS Implementation Greenvale Park will continue to develop its four-year journey that emphasizes a preventive perspective that is conceptualized within a multi-tiered framework. Specifically, we will continue to adopt a three-tiered approach for social, emotional, and behavioral support.</p> <p>We will respond to new cases of at-risk social, emotional, and behavioral needs across all settings e.g. school-wide, classroom, and non-classroom settings etc. by providing instruction that is focused on defining, teaching, and encouraging expectations for all settings.</p> <hr/> <p>PRIMARY TIER Universal Application of Core Building-wide Expectations a) Belong, Respect, Work</p> <p>Universal Reinforcement of Expectations a) Caught Yous</p> <hr/> <p>Universal Application of Core Responsive Classroom (See Addendum) a) Hopes and Dreams b) Classroom Expectations • Cooperation, Assertion, Responsibility, Empathy, Self Control c) Rule Creation</p>	<p>Sept. 2014</p> <hr/> <p>Sept. 2014</p>	<p>June, 2015</p> <hr/> <p>June, 2015</p>	<p>Climate Committee Members</p> <p>SDSC Members</p> <hr/> <p>Principal</p> <p>Climate Committee</p>	<p>Time</p> <hr/> <p>Time</p>	<p>Monthly Climate Committee Meetings</p> <p>Monthly SDSC Meetings</p> <hr/> <p>Informal Observations</p> <p>Monthly Climate</p>	<p>Attendance</p> <hr/> <p>Attendance</p>

	<ul style="list-style-type: none"> ▪ Helping students create classroom rules that allow all class members to meet their learning goals d) Positive Teacher Language <ul style="list-style-type: none"> ▪ Sing words and tone to promote children's active learning and self-discipline e) Morning Meeting <ul style="list-style-type: none"> ▪ Gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead <ul style="list-style-type: none"> ✓ Morning Message with an Academic Component ✓ Social Greeting ✓ Group Activity ✓ Announcements f) Time Outs for Little Things g) Social Conferences h) Interactive Modeling <ul style="list-style-type: none"> ▪ Teaching children to notice and internalize expected behaviors through a unique modeling technique i) Guided Discovery <ul style="list-style-type: none"> • Introducing materials using a format that encourages creativity and responsibility j) Logical Consequences <ul style="list-style-type: none"> • Responding to misbehavior in a way that respects children, guides them to recognize the effects of their actions, and helps them develop internal controls k) Academic Choice <ul style="list-style-type: none"> • Increasing student motivation and learning by allowing students teacher-structured choices in their work l) Classroom Organization <ul style="list-style-type: none"> • Increasing student motivation and learning by allowing students teacher-structured choices in their work m) Classroom Organization <ul style="list-style-type: none"> • Setting up the physical room in ways that encourage independence, cooperation, and productivity n) Working With Families <ul style="list-style-type: none"> • Inviting families' insights and helping them understand the school's teaching approaches o) Collaborative Problem-Solving <ul style="list-style-type: none"> • Using conferencing, role-playing, and other strategies to resolve problems with students <p>Universal Application of Character Education</p> <ul style="list-style-type: none"> a) Cooperation <ul style="list-style-type: none"> • To work willingly with others a) Self-Control <ul style="list-style-type: none"> • To control your impulses, emotions, and actions by making the right choice for your body and voice. 			<p>Members</p> <p>SDSC Members</p>		<p>Committee Meetings</p> <p>Monthly SDSC Meetings</p>	
--	---	--	--	------------------------------------	--	--	--

<p>b) Assertion</p> <ul style="list-style-type: none"> • Standing up for yourself by being firm with your actions and words without hurting others <p>c) Empathy</p> <ul style="list-style-type: none"> • To understand another person's feelings and experiences, and showing that you care <p>d) Forgiveness</p> <ul style="list-style-type: none"> • To let go of anger, disagreements, and mistakes <p>e) Honesty</p> <ul style="list-style-type: none"> • To speak and act truthfully <p>f) PERSEVERANCE</p> <ul style="list-style-type: none"> • To keep trying when things get hard <p>g) Respect</p> <ul style="list-style-type: none"> • To act in a way that shows others you care about their feelings, ideas, and property <p>h) RESPONSIBILITY</p> <ul style="list-style-type: none"> • To show others they can count on you by doing what is expected 						
<p>Universal Expectations Matrix (See Addendum)</p> <p>Universal Positive Reinforcement of Core</p> <p>a) Building-wide Meetings</p> <ul style="list-style-type: none"> • Building-wide Expectations • Set a Goal, Persevere, Succeed • Character Education • Social, Emotional, Behavioral Growth • School Pride <p>b) Morning Announcements</p>						
<p>Universal Screener for Social and Emotional</p> <p>a) DESSA Mini—Completed by Parents</p>	<p>Sept. 2014</p>	<p>Sept, 2014</p>	<p>Growing Up Healthy</p>	<p>Time</p>	<p>Ready Set Go Day</p>	<p>Attendance</p>
<p>The Developmental Assets Profile (DAP)</p> <p>a) Measuring young peoples' internal strengths and external supports and their growth in these key areas over time.</p> <p>b) When DAP data is combined with data on attendance, achievement, and other factors, it is possible to gain a more complete picture of young people's lives. That more complete picture makes it possible to design and implement better strategies to prepare young people to thrive in some type of college, a high-skill career, and citizenship.</p>	<p>Oct. 2014</p>	<p>Oct 2014</p>	<p>Fifth Grade Teachers</p>	<p>Time</p>	<p>Week After MEA</p>	<p>Attendance</p>

	Universal Screening of Data Analysis on Social, Emotional, Behavior a) Planning Meetings for Behavior Retreats b) Behavior Retreats c) Committee To Problem Solve Social, Emotional, Behavioral Issues Including Jacque, Melissa, Stefani, Tyler, Kelle, Heather and/or Diane, Dave)	Sept. 2014	June, 2015	Climate Committee Members SDSC Members	Time	Informal Observations Monthly Climate Committee Meetings Monthly SDSC Meetings	Attendance
	Big Buddies a) Special time with adults as needed or big buddy partnership Big Buddies Sit with Little Buddies During Building-wide Meetings a) Big Buddies Need To Be Assigned Is core behavior curriculum being taught?	Sept. 2014	June, 2015	Climate Committee Members SDSC Members	Time	Monthly Climate Committee Meetings Monthly SDSC Meetings	Attendance
	Book Study a) Teaching With Poverty In Mind	Sept. 2014	June, 2015	Climate Committee Members SDSC Members	Time/Money	Monthly Climate Committee Meetings Monthly SDSC Meetings	Attendance
	Principal Will Do a Fidelity Check To See If Core Is Being Taught and Reinforced a) Beginning of year principal will send an email to faculty as to Building Expectations per web site	Sept. 2014	June, 2015	Principal	Time	Informal Observations	Attendance
	<u>SECONDARY TIER</u> Progress Monitoring using SWIS Data Collection Software Progress Monitoring of Major/Minor Behaviors a) We will reduce the number of existing cases of at-risk social, emotional, and behavioral issues by establishing efficient and rapid responses to at-risk behavior b) We will teach core skills more directly & frequently for those students	Sept. 2014	June, 2015	Climate Committee Members SDSC Members	Time	Monthly Climate Committee Meetings Monthly SDSC Meetings	Attendance

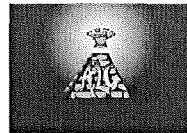
	<p>whose minor and major behavior data show a need in SWIS software</p> <hr/> <p>Progress Monitoring in Social, Emotional, and Behavioral Interventions</p> <p>a) We will seek out in-house professional staff development for licensed faculty in the creation of positively reinforced, scientifically-based individual social, emotional, and behavioral interventions</p> <ul style="list-style-type: none"> Lynn Krominga, November 26, 2014 Professional Development Day Professional Development with Other in-House Social, Emotional, Behavioral Intervention Specialists <p>b) We will seek out in-house professional staff development for licensed faculty in the creation of positively reinforced, scientifically-based individual social, emotional, and behavioral interventions</p> <p>Creation of Positive Social, Emotional, Behavioral Intervention Supports Advocate Position (PBIS Advocate)</p> <p>a) Member of Crisis Response Team</p> <p>b) Crisis Prevention Intervention (CPI) per training</p> <p>c) Respond to major incidents for regular education faculty</p> <ul style="list-style-type: none"> Citizenship Handbook Significant disruption to educational environment Physical threat to safety of others or him/her self <p>d) Data Collection, Observation Notes</p> <p>e) Manage SWIS data software</p> <p>f) Collect baseline data for regular education faculty</p> <p>g) Acting member of Student Support Team (SST)</p> <p>h) Participates in development of PBIS strategies</p> <p>i) Provide SWIS data germane to discussion</p> <p>j) Communicate with team members through via designed method at SST e.g. verbal/written reports relative to progress and activities of student</p> <p>k) Assist School Social Worker (SSW) and School Psychologist with positively reinforced scientifically-based behavior plans</p> <p>l) Be motivated to work as part of a team that acts in the best interests of our students at all times</p> <p>m) Daily Check-ins with At-Risk Regular Education Children in SST Process</p> <p>n) Interact with students in a manner that promotes respect and learning</p> <p>o) Support student goals</p> <p>p) Reinforce replacement behaviors</p> <hr/> <p>Peer Mediation Training for students in grades 3-5</p> <p>a) We will seek out in-house professional staff development for licensed faculty in the creation of positively reinforced, scientifically-based individual social, emotional, and behavioral interventions</p>	<p>Sept. 2014</p>	<p>June, 2015</p>	<p>Dave Craft Katie Arnold Kelle Edwards Rhonda Stanley</p>	<p>Funding for materials from controllable dollars</p>	<p>Weekly meetings</p>	<p>Thinking and Planning</p>
--	--	-------------------	-------------------	---	--	------------------------	------------------------------

	<p>Tertiary Tier</p> <p>Student Support Team</p> <ul style="list-style-type: none"> a) Increased participation in SST with possible referrals to Special Education b) We will reduce the intensity and/or complexity of existing cases of at-risk social, emotional, and behavioral issues that are resistant to primary and secondary prevention efforts c) Individual Behavioral Intervention Plans developed by SST <p>Special Education Team</p> <ul style="list-style-type: none"> a) We will individualize specific social, emotional, behavioral skills that are taught & reinforced based on functional behavioral assessments 	Sept. 2014	June, 2015	SST	Time	Weekly meetings	Attendance BIPs that are produced
14	<p>Child Connections</p> <p>SWIS Software for Collecting Behavioral Data</p> <p>We will continue 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>	12/1/14	6/1/15	Dave Craft Kelle Edwards	SWIS Software	Monthly Meetings	Meeting Minutes
15	<p>Child Connections</p> <p>Character Education Program Monthly Traits</p> <ul style="list-style-type: none"> Cooperation Respect Assertion Responsibility Empathy Perseverance Honesty Forgiveness Self-control 	9/2/14	6/1/15	Dave Craft Community School Coordinators	Core Essentials Character Education Program	Monthly Meetings	<p>Morning Announcem ents</p> <p>Morning Meetings</p> <p>Monthly Character Kids Recognition at Building- wide meetings</p>
16	<p>Child Connections</p> <p>Monthly Building-Wide Meetings</p> <p>We will recognize students who</p> <ul style="list-style-type: none"> Set a Goal Persevere Succeed. 	9/2/14	6/1/15	Dave Craft Community School Coordinators	Regularly Scheduled Meetings	Monthly Meetings	Monthly Gecko Goal Setter Student Recognition at BWMs
17	Provide evening activities for students, parents, and families to foster community	Sept.	May 2015	Community	Cost provided	Ongoing	Surveys

	connectedness	2014		School Coordinators, Staff, Volunteers	through GVP Community School budgets		
--	---------------	------	--	---	---	--	--

2013-14 Site Progress Report 2014-15 Continuous Improvement Plan 2014-15 Building Staff Development Plan

Northfield Area Learning Center (ALC)



What are ALCs?

- Smaller class size (5-15)
- Year round (evening classes and summer courses)
 - Credit Recovery Programs
 - Targeted Services programming
- Varied Instructional Approaches (Constructivist=student centered)
- Differentiated instruction (Individual approach)
- Specific resources related to criteria
 - Chemical Dependency counselor
 - Social worker
 - School Psychologist
- Relationship building; “Family-type” atmosphere
- Independent Study option
- MN Department of Education. (2013). State Approved Alternative Programs Resource Guide, MDE website <http://education.state.mn.us/MDE/StuSuc/EnrollChoice/AlterLearn/index.html>

Criteria

- 124D.68 GRADUATION INCENTIVES PROGRAM.
- Subd. 2. Eligible pupils. A pupil under the age of 21 or who meets the requirements of section 120A.20 subdivision 1, paragraph (c), is eligible to participate in the graduation incentives program, if the pupil:
 - (1) performs substantially below the performance level for pupils of the same age in a locally determined achievement test
 - (2) is behind in satisfactorily completing coursework or obtaining credits for graduation
 - (3) is pregnant or is a parent
 - (4) has been assessed as chemically dependent
 - (5) has been excluded or expelled according to sections 121A.40 to 121A.56
 - (6) has been referred by a school district for enrollment in an eligible program or a program pursuant to section 124D.69
 - (7) is a victim of physical or sexual abuse
 - (8) has experienced mental health problems
 - (9) has experienced homelessness sometime within six months before requesting a transfer to an eligible program
 - (10) speaks English as a second language or is an English learner
 - (11) has withdrawn from school or has been chronically truant
 - (12) is being treated in a hospital in the seven-county metropolitan area for cancer or other life threatening illness or is the sibling of an eligible pupil who is being currently treated, and resides with the pupil's family at least 60 miles beyond the outside boundary of the seven-county metropolitan area.

Programming at the ALC

- Social Studies, Work Seminar/Experience, English, Read 180, Math, Science, Physical Education, Art, and indirect Special Education services
- Small Business
 - Student run business of selling candles
- Backpack program
- Independent Study program during the day & evening
- Collaboration opportunities
 - Partnership with High School IT, College visits, Speakers, Caring & Sharing Hands volunteering, Boundary Waters trip, and volunteering with Preschoolers

Northfield ALC



- Our Enrollment
 - Seat-based program
 - 36-52 students from Sept 2013-present
 - Independent Study 2013-14
 - "102 students" (42 actual) earned 43 credits
 - Independent Study Night Class 2013-14
 - "44 students" (27 actual) earned 16.5 credits
 - Summer 2014
 - "59 students" (43 actual) earned 29 credits

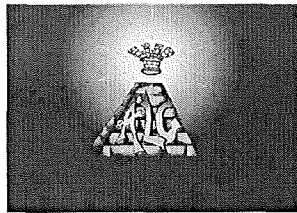
Targeted Services

- Changed programming to club model
- Enhanced Community Collaboration (Carleton, Club Leaders/Clubs, St. Olaf)
- Changed referral process

- | | |
|-----------------------|-----------------------|
| ○ 2013-14 | ○ 2014-15 |
| ○ 30 Bridgewater | ○ 33 Bridgewater |
| ○ 52 Sibley | ○ 28 Sibley |
| ○ 67 GVP | ○ 86 GVP |
| ○ 84 Middle School | ○ 83 Middle School |
| ○ 2013 Summer Program | ○ 2014 Summer Program |
| ○ 283 students | ○ 398 students |



2013-14 Site Progress Report



2013-14 Site Progress Report

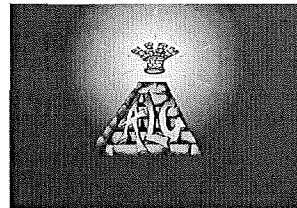
Goal #1

- 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.
 - Researched effective attendance policies/procedures for at-risk youth
 - Collected data
 - Surveyed students
- Goal was to have 80% of students at 85% attendance rate, reality we ranged from 36-56% of students at 85%.
 - 54%, 55%, 50%, 36%, 48%, 56%, 45%, 40%

2013-14 Site Progress Report

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.
 - Researched strategies to increase credit completion
 - PLC data collection and discussions
 - Staff matched up to students for individual check-ins
 - Four staff attended MAAP conference to gain insight on intervention and instructional strategies
- Our goal was to have 90% increase credit completion, reality we ranged from 36-74% increased credits.
 - 54%, 56%, 57%, 71%, 51%, 36%, 74%



2014-15 Continuous Improvement Plan

2014-15 Continuous Improvement Plan Goal #1

- The ALC will have 60% of students achieve an 85% or better attendance rate per grading period for the 2014-15 school year.
- Percent of students over 85%
 - Grading period 1 = 67.57%
 - Grading period 2 = 27.03%
 - Grading period 3 = 51.22%
- Currently, our overall attendance percentage
 - Grading period 1 = 86.16%
 - Grading period 2 = 78.12%
 - Grading period 3 = 82.06%

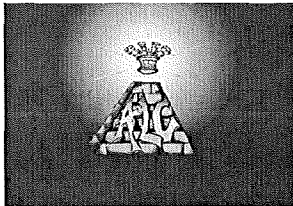
2014-15 Continuous Improvement Plan Goal #2

- Of the total credits attempted, there will be a 5% increase in credits earned per grading period when compared to the same grading period from the previous school year.
- Credits earned from 2013-14 school year
 - Grading Period 1 = 75.35%
 - Grading Period 2 = 65.87%
- Currently, the percent of credits earned are as follows...
 - Grading Period 1 = 67.57% ↓ 7.78%
 - Grading Period 2 = 64.84% ↓ 0.73%

2014-15 Continuous Improvement Plan Goal #3

- All graduating seniors will have a post-secondary life plan including; being currently employed, enrolled (or in process) in college, or enlisted in the military.
- We have two students recently finish their credits
 - One has two jobs and sent two applications to colleges
 - The other has sent two applications to colleges
- We have 11 other seniors that could graduate by the end of the year; 11 have a job or have started enrollment process into a college.

2014-15 Building Staff Development Plan



2014-15 Building Staff Development Plan

- How are we going to achieve our goals?
 - PLCs
 - Articles, research
 - Data collection & analysis
 - Planning/organization of interventions
 - Staff Development
 - PBIS team (year 2)
 - MAAP conference
 - Promise Fellow
 - College, other plans



Why are we using this approach?

Collaboration

- PLC
 - Allows ALC staff to identify areas of need, research, and develop action plans based on data gathered.
 - Staff collaboration to achieve goals and problem solve gets better results.
 - Research based
 - Data driven



PLCs

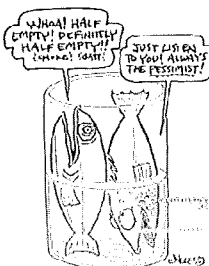
Professional Learning Community

- PLC tasks
 - Attendance policy research & discussions
 - Interventions
 - Individual check-ins with each student
 - Attendance tracking and notification
 - Students
 - Parents
 - Individual classroom interventions and strategies



Why are we using this approach?

Collaboration

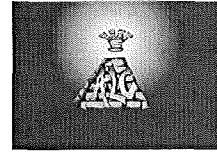


- Staff Development
 - PBIS
 - Addresses a welcoming and positive educational experience
 - We are using the PBIS model to continue to build a positive atmosphere
 - Motivation
 - Inclusion (Respect & Connectedness)
 - Attitude (Choice & Relevance)
 - Competence (Authenticity)
 - Meaning (Challenge & Engagement)
- MAAP Conference
 - Network with other ALCs
 - Investigate other interventions, strategies, and instructional techniques

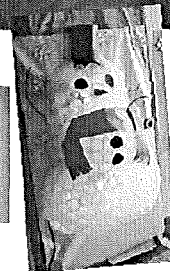
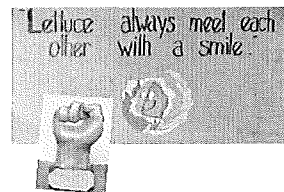
11 Ouellet, M.B. (2014) Motivation, Principles of Leadership, 26-30

PBIS

Positive Behavioral Interventions & Supports



- PBIS Happenings
 - Golden Tickets
 - Weekly drawing
 - Sub for subs
 - Posted expectation chart (created/edited by students)
 - Cards delivered to neighbors, Door decorating
 - Student talks
 - Attendance/Skipping, Respect Community, Respect Yourself
 - Poster & Logo contest
 - Service Learning projects
 - Backpack program, Xmas Sharing, Care Cards, Food Shelf donations from student run business
- SWIS tracking



Why are we using this approach?

Collaboration

- Promise Fellow
 - College planning
 - ACT, FASFA, accuplacer, applications, college visits, partnerships, and more
 - Employment
 - Workforce Center
 - Career Fairs
 - Military
 - Recruiters
 - ASVAB
 - Speakers
 - Works with Business teacher and TORCH staff



NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Progress Report

2014-2015 Continuous Improvement Plan

2014-2015 Building Staff Development Plan

October 15, 2014

NORTHFIELD PUBLIC SCHOOLS

District 659 Mission: Why we exist

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

Submit to the Superintendent by October 15, 2014:

For 2013-2014: Site Progress Report

**For 2014-2015: Site Continuous Improvement Plan
Building Staff Development Plan**

SITE: *Area Learning Center (ALC)*

PLAN YEAR: *2014-15*

SITE IMPROVEMENT TEAM MEMBERS:

<i>Geri Schlecht</i>	<i>Elaine Harries</i>
<i>Burt Bemmels</i>	<i>Renee Burnham</i>
<i>Cheryl Mathison</i>	<i>Mary Harrity-Davidson</i>
<i>Sherri Goehring</i>	<i>Chris Riazzi</i>

**Reviewed by
Staff:**

**Signature
Date**

Renee Burnham
10-9-14

**Final Approval by
Site Improvement Team:**

**Signature
Date**

De Keph
10/9/14

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

**Signature
Date**

[Signature]
10/20/14

NORTHFIELD PUBLIC SCHOOLS

2013-2014 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: *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.*

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 discussed these strategies and interventions during our PLC and staff meetings. We matched staff with students to provide regular check-ins and encourage attendance.

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.

The percent of 80% at or above 85% attendance was never achieved throughout the year. Since this was a new goal and the previous percentages were not known, we estimated that 80% was achievable, however we were in the 50% for most of the year. Although our individual rates were low, the school as a whole remained in the 80% overall attendance.

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

We did not meet our goal of 80% at or above 85% attending. We will continue to track individual student's attendance and develop attendance plans/interventions for students not meeting their goals.

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Progress Report for Site Improvement Objective #2

State the Site Improvement Objective: *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.*

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

State the Student Achievement Goal: *To increase the percentage of ALC students earning credits.*

Which action plan steps were completed?

We researched and developed strategies to change credit completion with at-risk youth. We collected data and analyzed this during our PLC discussions and staff meetings. We also had staff attend the MAAP conference and shared intervention strategies with the whole group. We matched staff with students to provide regular check-ins and encourage credit completion.

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. We used the ongoing data to track and identify those students in immediate need.

Which of these steps were not completed?

All steps were completed.

Provide evidence that your objective was achieved or not achieved.

As this was a new goal, we did not know what percentages were realistic. We did not meet our goal of 90% increasing, but we ranged from 36% to 74%. We were consistently in the 50% range and our overall percentage of credits earned was in the 60-70% range.

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

The ALC will continue to research method of how to increase credit completion with at-risk youth. We will also continue some interventions such as pairing a staff member to a student so they can have check-ins frequently.

NORTHFIELD PUBLIC SCHOOLS

2014-2015 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

2014-2015 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*)."

The ALC will have 60% of students achieve an 85% or better attendance rate per grading period for the 2014-15 school year.

NORTHFIELD PUBLIC SCHOOLS

2014-2015 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	Collect and review current attendance %	9/2/14	6/5/15	ALC Staff	Time	End of each grading period	Data from Skyward
2	Weekly PLC meetings to discuss interventions	9/2/14	6/5/15	ALC Staff	PLC time	Weekly	Data Collection and manipulation
3	Staff meeting reviews and discussions	9/2/14	6/5/15	ALC Staff	Time	Weekly	Data analysis

NORTHFIELD PUBLIC SCHOOLS

2014-2015 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?

☒ 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?

Data indicates that a percentage of students continue to gain little to no 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*)."

Of the total credits attempted, there will be a 5% increase in credits earned per grading period when compared to the same grading period from the previous school year.

NORTHFIELD PUBLIC SCHOOLS

2014-2015 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>	9/2/14	6/5/15	ALC Staff	Time	End of each grading period	Data from Skyward
2	<i>PLC discussions of interventions</i>	9/2/14	6/5/15	ALC Staff	Time	weekly	Data from Skyward
3	<i>Staff meeting updates</i>	9/2/14	6/5/15	ALC Staff	Time	weekly	Data from Skyward
4	<i>Attend Professional Development opportunities</i>	9/2/14	6/5/15	ALC Staff	Time/Staff Dev \$	ongoing	Materials/Resources collected

NORTHFIELD PUBLIC SCHOOLS

2014-2015 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: *Increase post-secondary awareness and planning of the 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?

☒ 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 the students from the ALC will attend college, join the military, or enter the workforce upon completion of the high school graduation requirements. Our staff will strive to have a post-secondary plan in place for every student that graduates from the ALC.

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*)."

All graduating seniors will have a post-secondary life plan including; being currently employed, enrolled (or in process) in college, or enlisted in the military.

NORTHFIELD PUBLIC SCHOOLS

2014-2015 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>Talk with seniors to develop life plan</i>	9/2/14	5/28/15	ALC Staff	Time	ongoing	<i>Talks with Director, staff</i>
2	<i>Have military recruiters visit ALC</i>	9/2/14	5/28/15	ALC Staff	Time	ongoing	<i>Staff documentation</i>
3	<i>Have workforce visit ALC</i>	9/2/14	5/28/15	ALC Staff	Time	ongoing	<i>Staff documentation</i>
4	<i>Have college visits assessable for ALC students</i>	9/2/14	5/28/15	ALC Staff	Time/\$	ongoing	<i>Staff documentation, CitySpan</i>
5	<i>Provide support to students in any of the life plan choices they make</i>	9/2/14	5/28/15	ALC Staff	Time/materials	ongoing	<i>Staff documentation, CitySpan</i>

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2014-2015

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 10/15/14.

School: *Northfield Area Learning Center*

Submitted by: *Daryl Kehler*

Date: *10/9/14*

Total number of licensed instructional staff: 9

Total number of licensed non-instructional staff: 3

Total number of paraprofessional staff: 0

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2014-2015

I. SITE IMPROVEMENT OBJECTIVES AND STUDENT ACHIEVEMENT GOALS

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

Student Achievement Goal #1: *The ALC will have 60% of students achieve an 85% or better attendance rate per grading period for the 2014-15 school year*

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 content area.
- ☒ 2. Support and guide the implementation of the concepts and practices essential to

NORTHFIELD PUBLIC SCHOOLS

Professional Learning Communities (PLCs).

☐ Not applicable

Building Staff Development Plan: 2014-2015

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

Site Improvement Objective #2: *The Northfield Area Learning Center (ALC) will increase academic performance of all ALC students.*

Student Achievement Goal #2: *Of the total credits attempted, there will be a 5% increase in credits earned per grading period when compared to the same grading period from the previous 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.
- ☐ Not applicable

NORTHFIELD PUBLIC SCHOOLS

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

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

Building Staff Development Plan: 2014-2015

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

Site Improvement Objective #3: *The Northfield Area Learning Center (ALC) will provide support to students by working with them to develop a life plan.*

Student Achievement Goal #3: *All graduating seniors will have a post-secondary life plan including; being currently employed, enrolled (or in process) in college, or enlisted in the military.*

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

- | | | |
|----------------------------------|--|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Social Studies | <input checked="" 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.

NORTHFIELD PUBLIC SCHOOLS

- ☒ 7. The District will foster school connectedness among students, families and staff, promoting mutual respect and enhancing emotional health.

☐ Not applicable

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

- ☐ 1. Support and guide the implementation of the district's curriculum frameworks for each content area.

- ☒ 2. Support and guide the implementation of the concepts and practices essential to Professional Learning Communities (PLCs).

☐ Not applicable

Building Staff Development Plan: 2014-2015

II. BUILDING STAFF DEVELOPMENT ACTIVITIES

Building Staff Development Opportunity #1: Monday, August 25, 2014; 2 hours:

Detailed summary of staff development activities planned: *Building planning for the 2014-15 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.

NORTHFIELD PUBLIC SCHOOLS

- ☐ 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.

Building Staff Development Plan: 2014-2015

II. BUILDING STAFF DEVELOPMENT ACTIVITIES *(continued)*

Building Staff Development Opportunity #2: Tuesday, August 26, 2014; 4.5 hours:

Detailed summary of staff development activities planned: *PBIS planning, Mental Health speaker*

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: 2014-2015

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

Building Staff Development Opportunity #3: Monday; November 3, 2014; 2 hours

Detailed summary of staff development activities planned: *Behavior Specialist training*

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

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

1. Primary Focus of Learning Team

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

2. Student Data Examined for Decisions

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

3. Teacher Supports

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

4. Curriculum Strategies

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

5. Other:

High Quality Components – This activity will:

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

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2014-2015

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

Building Staff Development Opportunity #4: Monday March 30, 2015; 2 hours

Detailed summary of staff development activities planned: *Technology training involving ipads and online program Odysseyware.*

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: 2014-2015

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: 2014-2015

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

Building Staff Development Opportunity #6: MAAP Conference

Detailed summary of staff development activities planned: *Selected staff will attend MN Association of Alternative Programs Conference (MAAP) and report back to rest of staff.*

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

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

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: 2014-2015

III. EVALUATION

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

Staff will continue to review data collected in the program such as credit completion and attendance rates as well as survey results. Staff will also continue to research and implement interventions designed for at-risk youth. Staff will analyze past data as well as current data to evaluate the impact on student learning.

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 which will include a reflection component as outlined in the teacher evaluation.

Date Received by DCSDC:

Date Approved by DCSDC:

2014-15 General Fund Budget Amendment

Each year the District revises the General Fund Budget after the year has started and we have better information. As a requirement of the Truth in Taxation process we must discuss the General Fund Budget so we take the opportunity to revise it at this time.

We now have our audited financials from the prior fiscal year, our October 1 enrollment is no longer a projection, we have settled all of our employment agreements, 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 higher than what was projected in June. Please keep in mind that the seat count shown in the presentation is not equivalent to ADMs. In June we projected that we would have roughly 3,799 ADMs which is typically a conservative estimate. Our Oct 1st enrollment is showing 3,865 ADMs. State revenue is roughly \$8,300 per ADM so an additional 66 ADMs is a significant amount of revenue.

The General Fund Budget Amendment will include increasing revenues by \$706,832 which is a result of several items including the increased student count, the award of two federal grants and a revised MA Billing Revenue estimate from our consultant. We will also need to increase expenditures by \$522,670, this is due to some employment contracts settling higher than budgeted (but within Board-identified parameters), the new federal grants we received and an increase in utility costs after a 3 year analysis has shown our budget is not keeping up with our actual increases of 14-17%.

The 2014-15 adopted budget is based on several estimates and the unassigned fund balance is one of them. We ended FY14 better than expected which is why there is such a shift from the audit results to the adopted budget. The revised budget is based on how we ended FY14. We are still projecting a slight spend down of the unassigned fund balance and the fund balance in total.

The District continues to strive to be good stewards of the dollars entrusted to us by the taxpayers. The District has demonstrated this by using fund balance to pay for the security upgrades instead of borrowing funds, refunding debt to reduce tax payer impact, and increasing the unassigned fund balance consistently over the last several years even in years of limited revenue increases. The District's goal is to provide a high quality educational experience for all of our learners.

Property/Casualty/Liability Insurance Recommendation

12.8.2014

Northfield School District renews its property/casualty/liability insurance on January 1 each year. For the last several years, the District has contracted with EMC via Northfield Insurance Agency, a local broker, and has received excellent service. The District was approached by the Minnesota Insurance Scholastic Trust (MIST) to consider joining a group of schools in an insurance cooperative for this kind of insurance. We invited quotations and have investigated the potential cost savings and benefits of the MIST cooperative.

Quotations

Both quotations received by the District's deadline will result in savings when compared to last year's cost. While there are different approaches, the coverage is similar.

Current Annual Package cost	\$143,718
EMC (Northfield Insurance Agency)	\$137,330
MIST	\$117,180

Northfield Insurance Agency Proposal

The Northfield Insurance Agency package includes a student accident insurance program that is not provided as part of the base MIST package. This student program allows the District to direct families to Northfield Insurance Agency when a student is injured in a non-athletic activity. The ability to use a local vendor, who personally follows up on each student incident, has provided an excellent benefit to our families.

MIST Proposal

MIST is developing what appears to be an effective and cooperative approach in saving districts money on property/casualty/liability insurance. However, this cooperative is relatively new (July 2014) and does not have data to provide the District with historical trend information or the impact of major losses on premiums to districts at this time. In addition, the MIST program requires school districts to make a three year commitment when joining the cooperative.

Recommendation

At this time, we recommend to continue with coverage through the Northfield Insurance Agency. Despite the additional savings offered by the MIST quotation, we are not comfortable recommending it at this time. We will request annual quotations and updated information from MIST and, if a reasonably consistent trend develops, may join the cooperative in the future. The three year commitment to a relatively new program is not within our comfort level at this point. Northfield Insurance Agency's previous service has been excellent, providing a significant value to the District in reduced staff cost by having to address student injury claims.

The District's recent experience with a health insurance cooperative also gives us pause when considering joining a new insurance cooperative. It took diligent planning over multiple years for the District to leave our cooperative health insurance pool where there was little predictability or consistency in our premium rates.

MIST appears to have a bright future and the District will follow its development. When there is sufficient historical data for us to be comfortable making a three year commitment, we may join the cooperative. For now, the Northfield Insurance Agency is providing a product that has appropriate coverage for the District at a savings when compared to last year's cost.

12/1/2014

Northfield Public Schools Enrollment Report

LongfellowEarly Childhood

Auge	7
Dorey	11
James	7
Kruse	11
Patterson	
Schnorr	14
Sorenson	11
TOTAL	61

**

Greenvale Park

K	Flicek	20	
K	Hagberg	20	
K	Malecha	20	
K	Ziemann	20	C
1	Bakke	24	C
1	Jessen	16	
1	Youngblut	15	
1	Zach	16	
2	Amundson	26	C
2	Dueffert	19	
2	Larson	19	
2	Lindholm	20	
3	Landry	25	C
3	Nelson	20	
3	Ryan	16	
3	Seidl	16	
4	Garcia	21	C
4	Johnson	25	
4	Nelson	26	
5	Dimick	20	
5	Harding	19	C
5	Sickler	20	
5	Tacheny	21	
	TOTAL	464	

Early Childhood**	61	
Kindergarten-2027	262	
Grade 1-2026	251	
Grade 2-2025	289	
Grade 3-2024	272	
Grade 4-2023	265	
Grade 5-2022	285	
Total K-5	1685	1685
Total Middle School	961	
Total High School	1225	
TOTAL w/o ALC	3871	
ALC 9-12**	49	F/T=37 P/T=5 I/S=7
GRAND TOTAL with ALC	3920	

Enrollments represent 100% enrolled except where indicated by **
 Half day St. Dominic's students are represented by *

SibleyGrade

K	Born	21	
K	Downs	18	
K	Heil	21	
K	Wacholz	19	
1	Craft	24	
1	Sasse	25	C
1	Sieger	24	
1	Swenson	24	
2	Pfefferle	26	
2	Schuerman	27	C
2	Seeborg	26	
2	Witt	26	
3	Guggisberg	26	
3	Jandro	26	
3	Johnson	26	C
3	Spitzack	27	
4	Day	22	
4	Fox	23	
4	Haar	22	
4	McManus	17	C
5	Baragary	25	
5	Foley	26	
5	Ostermann	24	C
5	Sweeney	25	
	TOTAL	570	

Bridgewater

K	Cade	19	
K	Hall	20	
K	Danielson	20	
K	Tran	22	
K	Wisdorf	22	
1	Charlton	18	
1	Ellerbusch	20	
1	Johnson	19	
1	Lanza	26	C
2	Schwaab/Bleckwehl	24	
2	Lane	25	
2	Lofquist	26	
2	Rubin	25	C
3	Larson	25	C
3	Sickler	22	
3	Temple	22	
3	Truman	21	
4	Danielson	29	
4	Holden/Armstrong	28	
4	Schuster	28	C
4	Swenson	24	
5	Anderson	24	C
5	Duchene	27	
5	Kohl	27	C
5	Rauk	27	
	TOTAL	590	

Middle School

Grade 6 -2021	309
Grade 7 (*inc. 8 - 1/2 day)-2020	305
Grade 8 (*inc. 14 - 1/2 day)-2019	347
TOTAL	961

*22 (11) St. Dominic's students attend ½ day

High School

Grade 9-2018	291
Grade 10-2017	317
Grade 11-2016	308
Grade 12-2015	309
TOTAL	1225

							2014-2015						
School and Grade Level	September 2nd	September 5th	September 12th	September 19th	October 1st	November 1st	December 2nd	January 6th	February 1st	March 1st	April 1st	May 1st	End of Year 6/5/2015
Longfellow													
Early Childhood	58	50	49	47	52	59	61						
Total	58	48	49	47	52	59	61	0	0	0	0	0	0
Greenvale Park													
Grade K-2027	91	80	78	78	78	78	80						
Grade 1-2026	79	79	78	77	78	74	71						
Grade 2-2025	87	85	85	85	85	84	84						
Grade 3-2024	81	80	80	79	80	78	77						
Grade 4-2023	74	77	78	78	76	72	72						
Grade 5-2022	79	79	79	79	79	80	80						
Total	491	480	478	476	476	466	464	0	0	0	0	0	0
Sibley													
Grade K-2027	80	79	80	80	81	80	79						
Grade 1-2026	95	95	95	96	96	96	97						
Grade 2-2025	104	105	105	105	105	105	105						
Grade 3-2024	103	104	104	105	105	104	105						
Grade 4-2023	83	83	83	83	83	83	84						
Grade 5-2022	101	101	101	101	101	100	100						
Total	566	567	568	570	571	568	570	0	0	0	0	0	0
Bridgewater													
Grade K-2027	107	105	107	107	106	104	103						
Grade 1-2026	81	82	82	82	82	81	83						
Grade 2-2025	100	100	101	101	101	100	100						
Grade 3-2024	87	88	88	88	88	89	90						
Grade 4-2023	110	110	110	110	110	110	109						
Grade 5-2022	105	105	105	104	104	105	105						
Total	590	590	593	592	591	589	590	0	0	0	0	0	0
Middle School													
Grade 6-2021	310	310	309	310	311	312	309						
Grade 7-2020	307	305	305	305	305	304	301						
Grade 8-2019	341	339	339	339	340	343	340						
St. Dominics	10.5	11	11	11	11	11	11						
Total	968.5	965	964	965	967	970	961	0	0	0	0	0	0
High School													
Grade 9-2018	298	295	294	293	293	293	291						
Grade 10-2017	321	319	320	319	319	320	317						
Grade 11-2016	317	318	319	316	314	312	308						
Grade 12-2015	316	321	319	320	315	312	309						
Total	1252	1253	1252	1248	1241	1237	1225	0	0	0	0	0	0
ALC													
Grade 9-2018	0	0	0	0	0	0	1						
Grade 10-2017	3	10	10	10	9	10	10						
Grade 11-2016	5	13	12	12	17	15	17						
Grade 12-2015	8	18	20	20	23	21	21						
Grand Total	3941.5	3944	3946	3940	3947	3935	3920	0	0	0	0	0	0