

INDEPENDENT SCHOOL DISTRICT 659  
REGULAR SCHOOL BOARD MEETING  
Monday, October 24, 2016, 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 residents of the Northfield 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 themselves and the group they represent, if any. Please state your reason for addressing the Board. To insure that all individuals have a chance to speak, speakers will be limited to one three-minute presentation. This is not a time to debate an issue, but for the Board to hear your comments.

The Minnesota Government Data Practices Act prohibits comment about specific student matters, even without naming the student, in open session. This includes the public comment portion of our meeting. The Board respects and values input on student matters, but when it relates to a specific student or to a specific student matter, such input must be heard by the appropriate personnel – such as the building principal or superintendent – and not during an open meeting of the School Board.
- IV. Approval of Minutes
- V. Announcements and Recognitions
- VI. Committee Reports.
- VII. Items for Discussion and /or Reports.
  1. School Improvement Plan Presentation – Greenvale Park Elementary School.
- VIII. Superintendent's Report
  - A. Items for Individual Action
    1. Strategic Plan.
  - B. Items for Consent Grouping
    1. Overnight Student Field Trip Proposal (ALC Trip to BWCA)
    2. Personnel Items.
- IX. Items for Information
  1. Facilities Plan Update.
- X. Future Meetings  
Monday, November 14, 2016, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center  
Monday, November 28, 2016, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
- XI. Adjournment

# NORTHFIELD PUBLIC SCHOOLS

## MEMORANDUM

Monday, October 24, 2016, 7:00 PM  
Northfield High School Media Center

**TO:** Members of the Board of Education  
**FROM:** Matthew Hillmann, Ed. D., Superintendent  
**RE:** Explanation of Agenda Items for the October 24, 2016, School Board Meeting

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment
- IV. Approval of Minutes  
Minutes of the Regular School Board meeting held on October 10, 2016, are enclosed for your review and comment.
- V. Announcements and Recognitions.
- VI. Committee Reports
- VII. Items for Discussion and / or Reports
  1. School Improvement Plan Presentation – Greenvale Park Elementary School.  
On Monday night Greenvale Park Elementary School will present its continuous school improvement plans to the Board. The presentation will include a progress report on the goals set for the 2015-16 school year as well as new goals set for the 2016-17 school year.  
  
There will be school improvement plan presentations at each Board meeting through November.
- VIII. Superintendent's Report
  - A. Items for Individual Action
    1. Strategic Plan.  
Superintendent Hillmann will review minor modifications to the vision and near term priorities associated with the District's strategic planning process. 186 people participated in the process that began on August 8<sup>th</sup>, 2016. The vision and near term priorities would be added to the slightly modified District mission statement and existing list of beliefs and strategies. In concert, these components will be used to guide the District's decision-making for the next three-to-five years.  
  
**Superintendent's Recommendation:** Motion to adopt the vision, mission, beliefs, strategies, and near term priorities as presented.
  - B. Items for Consent Grouping  
**Superintendent's Recommendation:** Motion to approve the following items listed under the Consent Grouping.
    1. Overnight Student Field Trip Proposal.  
The Board is being asked to approve the 13<sup>th</sup> annual Area Learning Center trip to the Boundary Waters Canoe Area June 12-16, 2017. The trip proposal is included in the packet of materials.
    2. Personnel Items.
      - a. Appointments.
        1. **Correction:** Sheila Atkinson EA at Bridgewater, add Targeted Services PLUS Site Assistant for 1.5 hrs/day for 4 days per week (Mon.-Thur.) beginning 11/8/2016-4/05/2017; Step 4-\$13.43/hr.
        2. Adriana Casillas Targeted Services PLUS Site Assistant for 1.5 hrs/day for 4 days per week (Mon.-Thur.) at Bridgewater beginning 11/7/2016-04/5/2017; Step 1-\$12.43/hr.

3. Emily Drevlow Special Education-PCA for 7 hrs/day with the CVSEC-Alex Bldng beginning 10/24/2016; CVSEC Spec Ed, Step 4-\$16.69/hr.
  4. Stephanie Ennis Long Term Substitute Instructional Coach for 4 hrs/day at Greenvale Park beginning 10/24/2016-12/22/2016; BA, Step 1.
  5. Allison Harmer, Part time Dance Team Assistant Coach for 3 hrs/day at the High School beginning 10/18/2016-2/18/2017; \$14.00/hr (\$1,000 Maximum-inclusive of salary and benefits).
  6. Gailyn Lamphere Special Education-PCA for 7 hrs/day with the CVSEC-Alex Bldng beginning 10/24/2016; CVSEC Spec Ed, Step 3-\$16.24/hr.
  7. Jedidiah McGuire 1.0 FTE Long Term Substitute Kindergarten Teacher at Bridgewater beginning on or about 12/01/2016-on or about 2/10/2017; BA, Step 0.
  8. Katie Remyey Special Education-PCA for 6.75 hrs/day at the Middles School beginning 10/24/2016-06/6/2017; Spec Ed, Step 2-\$15.42/hr.
  9. Katie Rigge Long Term Substitute .9 FTE ECSE 3-5 Teacher at Longfellow beginning 10/17/2016-12/22/2016; BA, Step 6.
  10. James Schreffler Assistant Boys Basketball Coach for 3 hrs/day at the High School beginning 11/21/2016-3/25/2017; Level E, Step 3.
  11. Tessa Schultz Special Education-PCA for 7 hrs/day with the CVSEC-Alex Bldng beginning 10/24/2016; CVSEC Spec Ed, Step 4-\$16.69/hr.
- b. Increase/Decrease/Change in Assignment.
1. Gretchen Heil Teacher at Sibley, add Targeted Services PLUS Teacher for 1.25 hrs/day up to 4 days/wk at Sibley beginning 11/8/2016-4/05/2017; Year 9-\$28.22
  2. Jerry Jarvis Custodian Engineer at the Middle School, change to Custodian Engineer at Greenvale Park beginning 10/31/2016.
  3. Heather Olivier .8 MS Orchestra + .2 HS Lessons at the High School and the Middle School, change to 1.0 FTE Orchestra Teacher at the Middle School beginning 9/6/2016.
- c. Resignations.
1. Armando Fox Spec Ed PCA at SUN Laura Baker termination effective 10/19/2016.
  2. William Howard Custodian at Greenvale Park resignation effective 10/28/2016.

\* Conditional offers of employment are subject to successful completion of a criminal background check and pre-work screening (if applicable)

\*\* Subject to change upon Board approval of the employee agreement.

#### IX. Items for Information

##### 1. Facilities Plan Update.

Dr. Hillmann will provide a review of the Master Facilities Planning process and a preview of the plan being brought to the Board at the first meeting in November.

#### X. Future Meetings

Monday, November 14, 2016, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center  
 Monday, November 28, 2016, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

#### XI. Adjournment

# NORTHFIELD PUBLIC SCHOOLS

## School Board Minutes

School Board Minutes

October 10, 2016

Northfield High School Media Center

- I. Call to Order  
Board Chair Julie Pritchard called the Regular meeting of the Northfield Board of Education of Independent School District 659 to order at 7:10 p.m. Present: Bogott, Hardy, Iverson, Pritchard, Quinnell and Stratmoen. Colangelo was absent.
- II. Agenda Changes / Table File  
The table file was added.
- III. Public Comment  
There was no public comment.
- IV. Approval of Minutes  
On a motion by Quinnell, seconded by Iverson, minutes of the Regular School Board meeting held on September 26, 2016, were unanimously approved.
- V. Announcements and Recognitions
  - High School TORCH Coordinators Kim Horner and Teddy Gelderman were presented the Prevention Champion Award by Shelly Cole from the Rice County Chemical Health Coalition. This award is given to individuals and groups who work to support young people and make our community a healthier place to grow up.
  - Northfield Public School's Orchestra department has been named the 2016 Meritorious Orchestra Program of the Year by the MN String and Orchestra Teachers Association. The award recognizes excellence in teaching at all levels of the program, as well as student engagement, strong enrollment and outstanding performance. Natalie Kruger, Heather Olivier and Paul Ousley will be receiving this award during MNSOTA's annual fall clinic.
- VI. Items for Discussion and / or Reports
  1. School Improvement Plan Presentations – Northfield Middle School and Northfield High School.  
Northfield Middle School and Northfield High School Principals Greg Gelineau and Joel Leer presented their school improvement plans to the Board. Their presentations included a progress report on the goals set for the 2015-16 school year as well as new goals set for the 2016-17 school year. Both buildings are using the acronym PRIDE to improve school climate. PRIDE = Preparedness, Respect, Integrity, Dependability and Excellence. Superintendent Hillmann commended middle school and high school staff for their commitment to continuous improvement and building relationships with students as reflected in their Improvement Plans.
  2. Strategic Planning – Vision Statement and Priorities.  
Superintendent Hillmann presented the draft results of the District's strategic planning process, including the new drafted vision, slightly modified mission, and near term priorities. The Board discussed the clarity of the draft Vision Statement compared to its intended meaning and wondered if six Near-Term Priorities is too aggressive. Dr. Hillmann will review this feedback with the Administrative Leadership Team and will bring back to the Board a revised Vision Statement on October 24.
  3. QComp Update.  
An update on the status of the QComp application process was given by Dr. Hillmann. There is additional detail work that needs to be done on the application, so no date has been set for presenting it to the School Board for approval.

VII. Superintendent's Report

A. Items for Individual Action

1. Board Policy 210.1 - Charter School Authorizer Conflict of Interest.

On a motion by Hardy, seconded by Iverson, the Board unanimously approved Policy 210.1 – Charter School Authorizer Conflict of Interest, as presented.

B. Items for Consent Grouping

On a motion by Stratmoen, seconded by Quinnell, the Board unanimously approved the following items in the Consent Grouping.

1. Personnel Items.

a. Appointments.\*

1. Correction: Janet Gannon Evening Site Assistant and Club Leader; Evening Site Assistant Step 4, \$13.43/hr and Club Leader \$20.49/hr.
2. Gertrude Bauer Special Education EA-PCA for 6.92 hrs/day at Sibley beginning 10/06/2016-6/06/2017; Special Ed Step 1, \$15.08/hr
3. Brittany DuPay Assistant Girls Gymnastics Coach for 3 hrs/day at the High School beginning 11/14/2016-2/25/2017; Level E, Step 1
4. Charlotte Feely CVSEC Building Nurse for 6.5 hrs/day at CVSEC's Alex, SUN and STEP beginning 10/05/2016; Step 3, \$30.91/hr.
5. James Miller Fall/Winter/Spring Recreation Position for Community Services beginning 9/29/2016-5/31/2017; \$9.50/hr- \$10.50/hr if supervisor.
6. Emmanuel Moton Community Services Flag Football for 2 hrs/day Tues. and Thur. beginning 9/06/2016-5/31/2017; \$9.50/ hr.
7. Teri Quamme Educational Assistant for 7 hrs/day at Greenvale Park Elementary beginning 9/30/2016; Special Ed-Step 1, \$15.08/hr, Gen Ed-Step 1, \$14.52/hr.
8. Linda Rosas Balvin Target Services PLUS Student Site Assistant for 1.5 hrs/day for 4 days a week (Mon.-Thur.) beginning 10/3/2016-5/04/2017; \$9.50/hr.
9. Tiffany Ryan 1.0 FTE Long Term Substitute Fourth Grade at Greenvale Park Elementary beginning on or about 10/16/2016-1/24/2017; BA, Step 6.
10. Jessica Wedel Educational Assistant for 2 hours/day at Greenvale Park Elementary beginning 9/29/2016; General Ed-Step 1, \$14.52/hr.
11. Charlie Cloud Assistant Boys Hockey Coach for 3 hrs/day at the High School beginning 11/14/2016-3/11/2017; Level E, Step 1.
12. Melissa Fischer Educational Assistant-PCA for 7 hrs/day at CVSEC-SUN beginning 10/10/2016; CVSEC Step 1, \$15.58/hr.
13. \*Rebecca Maxwell Bender Educational Assistant-PCA for 7 hrs/day at CVSEC-Alex beginning 10/10/2016; CVSEC Step 2, \$15.92/hr.
14. Elizabeth McColley Educational Assistant-PCA for 7 hrs/day at CVSEC-Alex beginning 10/10/2016; CVSEC Step 2, \$15.92/hr.
15. Sarah Moyer Special Education EA-PCA for 6.92 hrs/day at Greenvale Park beginning 10/17/2016; Special Ed Step 1, \$15.08/hr.
16. Amelia Wendt Educational Assistant-PCA for 7 hrs/day at CVSEC-STEP beginning 10/10/2016; CVSEC Step 2-\$15.92/hr.

b. Increase/Decrease/Change in Assignment.

1. Sheila Atkinson EA at Bridgewater, add Targeted Services PLUS Site Assistant for 1.5 hrs/day Mon.-Thur. at Greenvale Park beginning 11/8/2016-4/05/2017; Step 4-\$13.43/hr.
2. Lydia Gross EA-PCA at Head Start, change to EA-PCA for 23 hrs/wk Mon.-Fri. at Longfellow beginning 10/04/2016;
3. Kelly Hebzynski Teacher at the Middle School, Add Targeted Services BLAST Teacher for up to 5 hrs/wk Mon.-Thur. beginning 10/3/2016-5/26/2017; Year 1-\$27.11/hr.
4. Anne Jarvis Teacher at the Middle School, add Targeted Services BLAST Teacher at the Middles School for up to 5 hrs/wk Mon.-Thur. beginning 10/04/2016-5/26/2017; Year 2-\$27.11/hr.

5. Ashley Opatrny EA-PCA at Greenvale Park, change to 6.58 hrs/day PCA and .50 hrs/day Supervision at Greenvale Park beginning 9/28/2016.
6. Heather Ryden RTI Coach at GVP, add Targeted Services PLUS Teacher for 1.25 hrs/day up to 4 days/wk at GVP beginning 9/28/2016-5/04/2017; Year 2-\$27.11/hr.
7. Rachel Schlossin Teacher at the Middle School, add Target Services BLAST Teacher for up to 5 hrs/wk Mon.-Thur. beginning 10/03/2016-5/26/2017; Year 3-\$27.11/hr.
8. Micah Schultz Teacher at the ALC, add Target Services BLAST Teacher for up to 5 hrs/wk Mon.-Thur. at the Middle School beginning 10/03/2016-5/26/2017; Year 3-\$27.11/hr.
9. Nives Bakic' Special Ed EA-PCA at the MS, add Bus EA-PCA for 3.35 hrs/wk District Wide beginning 9/19/2016-6/07/2017.
10. Ellen Haefner Parent Educator at Community Services, add Early Childhood Dental Network beginning 10/7/2016; \$2,500 Stipend. (Grant Funded)
11. Pamela Hanson EA- Spec Ed Job Coach at the High School, change to 1.0 FTE General Education Teacher at CVSEC-Alex beginning 9/29/2016; BA, Step 0.
12. Jacque Ims Psychologist at Greenvale Park, add Targeted Services PLUS Teacher for 1.25 hrs/day Mon.-Thur. at Greenvale Park beginning 10/3/2016-5/04/2017.
13. Kathy Lansing Educational Assistant at NCRC, add an additional ECFE Class Friday's from 9:30 a.m.-10:45 a.m. at NCRC beginning 10/2/2016-12/9/2016.
14. Rhea Mehrkens Teacher at the Middle School, add Targeted Services BLAST Teacher for up to 5 hrs/wk Mon.-Thur. beginning 10/6/2016-5/26/2017.
15. Jennifer Theis EBD Teacher at CVSEC-Alex, add Teacher Mentor at CVSEC-Alex beginning 10/03/2016-6/06/2017; \$750 Stipend.

c. Resignation.

1. Kathryn Bakke Special Education at Bridgewater and the Middle School resignation effective 11/18/2016.

d. The Board approved the following, effective July 1, 2016:

- Dance Team - additional coaching position. \$1,000 allocated for position, inclusive of salary/benefits for the 2016-17 school year at an hourly rate.

e. Leave of Absence.

1. Sheila Hetzel Teacher at Greenvale Park, Family and Medical Leave beginning on or about 2/2/2017 until the end of the 2016-17 school year.

\* Conditional offers of employment are subject to successful completion of a criminal background check and pre-work screening (if applicable)

\*\* Subject to change upon Board approval of the employee agreement.

2. Grant Application.

The School Board approved a \$17,000 grant request to Northfield Shares Community Foundation. If received, this grant would fund the second Greenvale Park Community School co-coordinator's salary.

VIII. Items for Information

1. Enrollment Report – October 1, 2016.

IX. Future Meetings

Monday, October 24, 2016, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center  
Monday, November 14, 2016, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center

X. Adjournment

On a motion by Stratmoen, seconded by Quinnell, the Board adjourned at 9:11 p.m.

Noel Stratmoen  
School Board Clerk



## Committee Report

*Board of Education*

**Name:** Julie Pritchard

**Committee:** Northfield Promise Council of Champions

**Date Submitted:** 10/17/2016 9:17:24

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The Fall Meeting of the Northfield Promise Council of Champions included Council members providing brief updates of work underway in their agencies/organizations to support Northfield Promise. There were several updates:

- The United Way asked applicants for their education funding to identify one or more of the Northfield Promise benchmarks they are working on. The United Way collectively supported projects working on all 10 benchmarks.
- The Northfield Area Family YMCA is partnering with the Rice County Mental Health Collective to offer a positive psychology program called "Happy Hour" at the Y.
- WINGS gave its "Dare to Dream" grant collaboration that included Growing Up Healthy and the Northfield Promise Ready for Kindergarten Team. The initiative is supporting a new Latino Childcare Network offering monthly trainings in Spanish for families, friends, and neighbors providing care to local youth.
- Northfield Shares is exploring how to align its grant giving with the Northfield Promise benchmarks.
- Through a joint effort of the Northfield Police, Fire and EMS, the Explorer Post has completed its first year. This program gives youth ages 14-20 the chance to explore public-safety careers while volunteering in the community. Currently, the students involved represent a good mix of diversity and gender breakdown. This program is the first of its kind in Minnesota.

In addition, the meeting included an update by the Communications Team co-chairs- Rachel Matney and Zach Pruitt. The team is working to develop a marketing campaign "My Promise" to engage the community in the work of Northfield Promise. The campaign will ask community members to make pledges to support young people in the community.



## Committee Report

*Board of Education*

**Name:** Margaret Colangelo

**Committee:** Northfield Fine Arts Boosters

**Date Submitted:** 10/17/2016 12:30:54

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### Report – Northfield Fine Arts Boosters

This amazing group of volunteers meets monthly during the school year to specifically support fine arts in the Northfield Schools. They created the Roger Jenni Instruments for All Memorial Fund which aims to put an instrument into the hands of every student who wishes to participate. They also consider requests for fine arts funding from area educators. They held a recent meet-n-greet so educators can be aware of this funding source, and the process for grant application.

- Concert and workshop by JazzMN;
- Purchasing several new choir robes and band uniforms;
- Providing scholarships for tour, festivals, summer lessons and music camps for students who could not otherwise participate;
- Purchase, repair and maintenance of Band and Orchestra instruments;
- Helping fund a visiting artist in Raku ceramics and firing;
- Coordinating hundreds of volunteer hours for fine arts events.

November 2, 2016 is the deadline for fall requests. This year there exists an online form, available on their website: <http://northfieldschools.org/nhs/activities/fine-arts-boosters/disbursements/>.

NFAB also has a Facebook page: <https://www.facebook.com/Northfield-Fine-Arts-Boosters>.





## Committee Report

*Board of Education*

**Name:** Margaret Colangelo

**Committee:** Northfield Fine Arts Boosters #2

**Date Submitted:** 10/17/2016 12:32:03

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Northfield Fine Arts Boosters

2016-17 Board Members:

Carolyn Link, President

Brent Kivell, Vice President

Wendy Sivanich, Treasurer

Annie Larson, Secretary

Amy Allin

Lucy Gonzalez Miron

Mary Hahn

Mike Paulsen

Jill Ponder

Taide Rodriguez

Christina Schweitz

Brenda Shelby

Margaret Colangelo (school board liaison)

Joel Leer (Administration liaison)

What is NFAB's mission?

The mission of the Northfield Fine Arts Boosters, founded in 2010, is to provide resources and promote community support for fine arts programs at Northfield Public Schools.

Which Fine Arts does NFAB support?

Band, choir, orchestra, speech, music listening, theater, and visual arts programs.

At which schools?

Northfield Public School District K-12 Schools: Kindergarten, Elementary (Greenvale, Sibley, Bridgewater), Middle School, High School, Area Learning Center (ALC).

Who is eligible to apply for funding from NFAB?

Any Northfield public school teacher, coach, administrator or director.

What activities are eligible for funding?

Activities that support band, choir, orchestra, speech, music listening, theater, or visual arts programs in Northfield public schools, with an emphasis on the creation of fine art (not, for example, as an audience or viewing others' art).

What activities are not eligible for funding?

Teacher professional development and associated costs.

Will NFAB provide funding for the same activity more than once?

Yes, but repeat funding is not guaranteed.

What is the process for applying for funding from NFAB?

The application form is available here: [<https://goo.gl/forms/imzYWVRZdwtMI14m2>]. Submit your application by hitting submit after completing the google form at the address above.

Applications are due on November 1 and March 1 and are reviewed by the NFAB Board at its next monthly meeting after the due date. The great majority of funds will be distributed at the November and March meetings. NFAB will consider on a case-by-case basis off-cycle requests that are truly time sensitive. Please note, applicants must discuss their request with their building principal prior to submitting the application. The result of this discussion must be documented on the application.

What is the Roger Jenni Instruments for All Fund and how is it administered?

This fund is dedicated to the purchase, repair and maintenance of band and orchestra instruments and supporting summer lessons for students who might otherwise be unable to participate. Requests for this fund can be made at any time (not only at the November and March due dates) by emailing NFAB at [NorthfieldFAB@gmail.com](mailto:NorthfieldFAB@gmail.com).

Where does the money come from?

NFAB is supported by donations from community members who share our interest in supporting fine arts in Northfield. In addition, NFAB occasionally applies for grants that help us expand our reach.

What is the average funding award?

Over the past two years, NFAB funded twenty-three requests. Awards ranged from \$100 to \$2,800, with an average award of \$1,104.

Who can I contact with questions?

Email NFAB at [NorthfieldFAB@gmail.com](mailto:NorthfieldFAB@gmail.com) and a Board member will respond.



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

### Site Vision Statement:

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

*Demonstrate a personal commitment to the academic success of students and to the general well-being of all students and staff;*

*Accept and encourage individuality;*

*Respect and celebrate diversity;*

*Maintain effective practices while seeking and implementing strategies for improving student achievement on a continuous basis;*

*Work and grow as individuals, collaborative teams and school-wide to achieve our goals, and;*

*Challenge the entire Greenvale Park learning community to be problem-solvers.*

### Site Statement of Collective Commitments:

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

*We will foster a mutually respectful environment to help all students reach their full potential;*

*We will make time to connect with students on a personal basis;*

*We will respect, trust and support our colleagues;*

*We will continue to authentically monitor student achievement and implement appropriate instructional strategies;*

*We will create opportunities for each student to develop and share his or her unique qualities;*

*We will actively pursue the tasks as outlined in the Continuous Improvement Plan;*

*We will engage in meaningful, job-specific staff development to enhance our professional skills;*

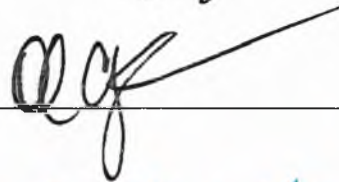
*We will cooperate and communicate with one another about educational issues; and,*

*We will help students identify the problem-solving strategies that they employ on a daily basis.*

**Site Improvement Team Members:**

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

Reviewed by Staff: Signature  Date 10/17/16

Final Approval by Site Improvement Team: Signature  Date 10/17/16

Final Approval by Superintendent: Signature Matthew J. Hillman Date 10-18-2016



## 2015-16 Site Progress Report

### Greenvale Park

**Site Improvement Objective:** #1 (Reading)

**Site Improvement Objective:**

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

**New/Continuing Objective:** Continuing

**Length of Objective:** 5

**Which Year:** 2

**District or DEPAC Strategy/Strategies Supported:** (Delete all strategies that are not applicable.)

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

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

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

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

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

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

DEPAC 2015-16 Assessment – The District will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2015-16 Assessment – Every Professional Learning Community will have a comprehensive formative assessment framework.

DEPAC 2015-16 Teaching and Learning – Northfield Public Schools will develop continuous, accurate, and separate measurement of each student’s progress toward academic mastery, work habits, and behavior standards.

DEPAC 2015-16 Teaching and Learning - Staff will foster meaningful classroom relationships by increasing awareness of diversity and developing instruction that addresses multiple learning styles and promotes engagement. Leadership will create structures that support this effort.

DEPAC 2015-16 Student Services – Northfield Public Schools will continue the implementation of the Multi-Tiered Systems of Support (MTSS) for academic and behavioral interventions.

DEPAC 2014-15 Student Services – Northfield Public Schools will implement integrated systems of practice and services that provide comprehensive supports for social emotional learning and children’s mental health.

DEPAC 2015-16 Student Services – Northfield Public Schools will foster school connectedness amongst students, families, and staff, promoting mutual respect and responsibility in order to enhance engagement.

**Measurable Evidence of Need:**

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

**Student SMART Achievement Goal:**

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

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

**2015-16 Action Plan Completion Details:**

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Continue to 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	Sept. 2015	June 2016	Classroom Teachers, MTSS Coach, Academic	None	Ongoing	Formative and Summative Assessments, DIBELS Reading, BAS, MAP, MCA

	embed reader's workshop and word study in our instruction.			Support Staff ( <i>Title 1, ADSIS, EL, SPED</i> )			
2	Create professional development calendar for the year with the emphasis in literacy. Provide specifically designed professional development per the Language Arts Frameworks and specifically in the area of Readers Workshop.	Sept. 2015	June 2016	Principal MTSS Literacy Coach	Building \$\$ for PD Faculty Meetings Building Professional Development Time per District Calendar	Weekly and Monthly Meetings between Principal and MTSS Coach	Faculty Meetings and Building Professional Development Times per District Calendar
3	Continue to use the <u>Reader's Workshop Model</u> for Core Reading Instruction and offer a <u>Balanced Literacy</u> approach as a means to teach students at their instructional level and differentiate as needed. Also, ensure that core reading instruction is at least 60 minutes per day for all children.	Sept. 2015	June 2016	Classroom Teachers, MTSS Coach, Academic Support Staff ( <i>Title 1, ADSIS, EL, SPED</i> )	Time: 60 minute minimum for core reading instruction daily	Ongoing	Formative and Summative Assessments, DIBELS Reading, BAS, MAP, MCA
4	Use the <u>optimal learning model</u> to guide instruction and explicitly teach comprehension strategies and decoding skills.	Sept. 2015	June 2016	Classroom Teachers, MTSS Coach, Academic Support Staff ( <i>Title 1, ADSIS, EL, SPED</i> )	None	Daily	Formative Assessments and Summative Assessments ( <i>Examples: reading records, writing samples and miscue analysis</i> )
5	Continue to use the DIBELS Reading assessment system to benchmark all students (3 times a year) and progress monitor students below benchmark (every 1-2 weeks).	Sept. 2015	June 2016	Classroom Teachers, Title 1, ADSI, SpEd, MTSS Coach, EAs	DIBELS Reading membership – paid for by Teaching and Learning Office	<i>Benchmark Periods:</i> Sept, Jan. and May  <i>Progress Monitoring:</i> bi-weekly	DIBELS Reading Data ( <i>Benchmark and Progress Monitor Data</i> )

						(Oct. to April)	
6	Use reading flex time to further differentiate instruction and teach students at their instructional level.	Sept. 2015	June 2016	Classroom Teachers, MTSS Coach. Academic Support Staff	Time: 30 minutes 4 times per week	Ongoing	Formative and Summative Assessments, DIBELS Reading, BAS, MAP and MCA
7	<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"> <li>1. What do students need to know? (<i>Essential Learnings/ Skills</i>)</li> <li>2. How will we know if they have learned it? (<i>Formative and Summative Assessment</i>)</li> <li>3. What will we do when they haven't learned it? (<i>Differentiation, Remediation, Intervention</i>)</li> <li>4. What will we do when they have already learned it? (<i>Differentiation, Enrichment, Extension</i>)</li> <li>5. How can we improve our practice? (<i>Collaboration, Action Research, Professional Learning</i>)</li> </ol>	Sept. 2015	June 2016	PLC Teams, Principal, MTSS Coaches	Weekly PLC Meetings District Wide	Weekly Meetings: ( <i>Wed. 7:45 -8:45 am</i> )	Formative and Summative Assessments, DIBELS Reading, MAP, MCA, BAS, WTW, PLC Team Documents
8	Provide teachers with data, resources, staff development and support in the area of reading.	Sept. 2015	June 2016	MTSS Coach	TBD	Data Meetings: Oct., Feb. and May ( <i>following benchmarking periods</i> )	Intervention Tracking Data, Formative and Summative Assessments, DIBELS Reading, BAS, MAP and MCA



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

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

				I Love to Read Committee (including Media Specialist), Principal and GVP Staff			
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**2015-16 Action Plan Completion Details:**

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Continue to use the district's <u>Language Arts Frameworks</u> as well as the <u>Language Arts Beliefs</u> outlined in the <u>Elementary Language Arts Tutorials</u> to fully embed reader's workshop and word study in our instruction.	YES		<ul style="list-style-type: none"> <li>• Teacher Records</li> <li>• Observation</li> <li>• Assessments</li> </ul>
2	Create professional development calendar for the year with the emphasis in literacy. Provide specifically designed professional development per the Language Arts Frameworks and specifically in the area of Readers Workshop.	YES		<ul style="list-style-type: none"> <li>• Calendar in Google Doc</li> <li>• Meeting Dates</li> <li>• Professional Development Speaker Notes</li> <li>• Staff Member Presentation Notes</li> </ul>
3	Continue to use the <u>Reader's Workshop Model</u> for Core Reading Instruction and offer a <u>Balanced Literacy</u> approach as a means to teach students at their instructional level and differentiate as needed. Also, ensure that core reading instruction is at least 60 minutes per day for all children.	YES		<ul style="list-style-type: none"> <li>• Teacher Records</li> <li>• Observations</li> <li>• Building Master Schedule</li> <li>• Formative and Summative Assessments</li> </ul>
4	Use the <u>optimal learning model</u> to guide instruction and explicitly teach comprehension strategies and decoding skills.	YES		<ul style="list-style-type: none"> <li>• Observations</li> </ul>
5	Continue to use the DIBELS Reading assessment system to benchmark all students (3 times a year) and progress monitor students below benchmark (every 1-2 weeks).	YES		<ul style="list-style-type: none"> <li>• DIBELS Records</li> <li>• Viewpoint Records</li> <li>• Student Booklets</li> </ul>
6	Use reading flex time to further differentiate instruction and teach students at their instructional level.	YES		<ul style="list-style-type: none"> <li>• Teacher Records</li> <li>• Observations</li> </ul>

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"> <li>1. What do students need to know? (<i>Essential Learnings/Skills</i>)</li> <li>2. How will we know if they have learned it? (<i>Formative and Summative Assessment</i>)</li> <li>3. What will we do when they haven't learned it? (<i>Differentiation, Remediation, Intervention</i>)</li> <li>4. What will we do when they have already learned it? (<i>Differentiation, Enrichment, Extension</i>)</li> <li>5. How can we improve our practice? (<i>Collaboration, Action Research, Professional Learning</i>)</li> </ol>	YES		<ul style="list-style-type: none"> <li>● PLC Notes</li> <li>● Observations</li> </ul>
8	Provide teachers with data, resources, staff development and support in the area of reading.	YES		<ul style="list-style-type: none"> <li>● Building Calendar</li> <li>● Data Retreat Notes</li> <li>● Literacy Composite, Viewpoint</li> <li>● Staff Meeting Notes and Emails</li> </ul>
9	Implement small group and individual interventions for selected students who are below benchmark. ( <i>e.g., Leveled Literacy Intervention (LLI), ADSIS (Gr. 4-5), Touch Phonics (K-3)</i> )	YES		<ul style="list-style-type: none"> <li>● Intervention Notes</li> <li>● Intervention Tracking Data</li> </ul>
10	Provide training and professional development in Leveled Literacy Intervention (LLI)	YES		<ul style="list-style-type: none"> <li>● Building Calendar</li> <li>● Joyce Gordon's 4 Day Inservice</li> </ul>
11	Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.	YES		<ul style="list-style-type: none"> <li>● Benchmark Assessments</li> <li>● Literacy Composite</li> <li>● Data Retreats</li> <li>● SST Meeting Notes</li> <li>● Intervention Data</li> </ul>
12	Continue using <u>Words Their Way</u> as a word study tool for vocabulary, phonics and spelling at children's instructional level.	YES		<ul style="list-style-type: none"> <li>● Teacher Records</li> <li>● Observation</li> <li>● Staff Meetings on topic</li> </ul>
13	Use Fountas and Pinnell Benchmark Assessment System (BAS) FAST for Kindergarten, and Pearson Reading Screener (PRS) to assess	YES		<ul style="list-style-type: none"> <li>● Assessment Data</li> <li>● Observation</li> <li>● Literacy Composites</li> </ul>

	children's reading level and to determine specific skill deficits in reading.			<ul style="list-style-type: none"> <li>• Data Retreats</li> </ul>
14	Continue a high level of reading engagement by keeping the leveled Media Center open all day.	YES		<ul style="list-style-type: none"> <li>• Observation</li> </ul>
15	Provide literacy opportunities, support and enrichment through extended school day of the GVP Community School model.	YES		<ul style="list-style-type: none"> <li>• GVP Community School Calendar</li> <li>• Observation</li> </ul>
16	Encourage love of reading and writing by inviting an author to Greenvale Park Elementary to share his work.	YES		<ul style="list-style-type: none"> <li>• Building Calendar</li> <li>• <i>I Love to Read Month</i> Schedule (Local Newspaper Editor/Reporter Visited)</li> </ul>
17	Celebrate literacy by holding <i>I Love to Read Month</i> activities.	YES		<ul style="list-style-type: none"> <li>• Building Calendar</li> <li>• <i>I Love to Read Month</i> Calendar, Plan and Pictures, etc.</li> </ul>

**Which of these steps were especially powerful?**

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

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

- Students are in need of:
  - Continued support in the area of literacy (both instructional and grade level).
  - More exposure to grade level texts.
  - Increasing the complexity of the text they read.
  - Building grit, stamina and a growth mindset.
- Teachers are in need of:
  - Continued support in the area of literacy (Reader's Workshop, Word Study and Guided Reading).
  - A consistent literacy resource that is in line with Common Core.



## 2015-16 Site Progress Report

### Greenvale Park

**Site Improvement Objective:** #2 (Math)

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

**New/Continuing Objective:** Continuing **Length of Objective:** 5 **Which Year:** 2

**District or DEPAC Strategy/Strategies Supported:** (Delete all strategies that are not applicable.)

**Strategic Plan Quality Education** - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

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

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

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

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

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

**DEPAC 2015-16 Assessment** – The District will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.

**DEPAC 2015-16 Assessment** – Every Professional Learning Community will have a comprehensive formative assessment framework.

DEPAC 2015-16 Teaching and Learning – Northfield Public Schools will develop continuous, accurate, and separate measurement of each student’s progress toward academic mastery, work habits, and behavior standards.

DEPAC 2015-16 Teaching and Learning - Staff will foster meaningful classroom relationships by increasing awareness of diversity and developing instruction that addresses multiple learning styles and promotes engagement. Leadership will create structures that support this effort.

DEPAC 2015-16 Student Services – Northfield Public Schools will continue the implementation of the Multi-Tiered Systems of Support (MTSS) for academic and behavioral interventions.

DEPAC 2014-15 Student Services – Northfield Public Schools will implement integrated systems of practice and services that provide comprehensive supports for social emotional learning and children’s mental health.

DEPAC 2015-16 Student Services – Northfield Public Schools will foster school connectedness amongst students, families, and staff, promoting mutual respect and responsibility in order to enhance engagement.

**Measurable Evidence of Need:**

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

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

**Student SMART Achievement Goal:**

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

**2015-16 Action Plan Completion Details:**

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Continue to implement new Everyday Math resource (updated to reflect the Common Core math standards) for core math instruction.	Sep. 2015	June 2016	Classroom Teachers	None	Ongoing	Formative & Summative Assessments, DIBELS Math, MAP, MCA

2	Continue to implement Xtra Math, a web-based fact fluency program, to support the acquisition of basic math facts.	Sep. 2015	June 2016	Classroom Teachers	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA
3	Ensure 75-90 minutes of math instruction every day.	Sep. 2015	June 2016	Classroom Teachers	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA
4	Continue to implement DIBELS Math assessment system to benchmark all students (3 times a year) and progress monitor students who are below benchmark (every 1-2 weeks).	Sep. 2015	June 2016	Classroom Teachers, SpEd Teachers, EAs, MTSS Coach	Paid for by Teaching and Learning Office	Three times a year (September, January, May) and every two weeks (October-April)	DIBELS Math Data
5	Continue to work toward implementing the Math Workshop Model for core math instruction, as a means to differentiate instruction and teach students at their instructional level.	Sep. 2015	June 2016	Classroom Teachers, MTSS Coach	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA
6	Use math flex time to further differentiate instruction and teach students at their instructional level.	Sep. 2015	June 2016	Classroom Teachers, EAs, EL Teachers	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA
7	Professional Learning Community (PLC) teams will enhance core math instruction and student learning by addressing the Five Critical Questions of PLCs: 1. What do students need to know? (Essential Learnings/Skills) 2. How will we know if they have learned it? (Formative and Summative Assessment)	Sep. 2015	June 2016	PLC Teams	None	Ongoing	Unit Assessments, DIBELS Math, MAP, MCA, PLC Team Documents



	<p>3. What will we do when they haven't learned it? (Differentiation, Remediation, Intervention)</p> <p>4. What will we do when they have already learned it? (Differentiation, Enrichment, Extension)</p> <p>5. How can we improve our practice? (Collaboration, Action Research, Professional Learning)</p>						
8	Provide teachers with data, resources, staff development and support in the area of math.	Sep. 2015	June 2016	MTSS Coach	TBD	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA, Survey
9	Implement small group interventions for selected students who are below benchmark (e.g., Focus Math for grades K-5, Math Elevations for grades 3-5)	Sep. 2015	June 2016	Classroom Teachers, SpEd Teachers, Academic Support Teacher, EAs, MTSS Coach	None	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA
10	Implement individual interventions for selected students who are below benchmark.	Sep. 2015	June 2016	Classroom Teachers, SpEd Teachers, EAs, MTSS Coach	None	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA
11	Use the Response to Intervention (RtI) & Student Support Team (SST) process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.	Sep. 2015	June 2016	MTSS Coaches, SST, Licensed Staff, Support Staff	None	Ongoing	Intervention Tracking Data, Unit Assessments, DIBELS Math, MAP, MCA, SST Documentation

12	Implement 3rd annual "Math Madness" celebration. Goals for students: Generate excitement for math, develop confidence as mathematicians, learn new math skills and concepts, engage in fun and meaningful math activities.	March 2016	March 2016	MTSS Coach, Math Madness Planning Team, Licensed Staff	\$200	March/April 2016	Survey, student data
13	Provide homework help, support and enrichment through the GVP Community School model.	Sep. 2015	June 2016	Community School Coordinators, Licensed Staff, Volunteers	Cost provided through Targeted Services and/or GVP Community School budgets.	Ongoing	Survey, student data

**2015-16 Action Plan Completion Details:**

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

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

**Which of these steps were especially powerful?**

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

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

Students need:

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

Teachers need:

- Continued support in implementing core instruction and intervention.

- Strategies for helping students develop grit, stamina and growth mindset.

## 2015-16 Site Progress Report

### Greenvale Park

**Site Improvement Objective:** #3 (Climate)

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

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

**District or DEPAC Strategy/Strategies Supported:** (Delete all strategies that are not applicable)

**Strategic Plan Quality Education** - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

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

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

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

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

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

**DEPAC 2014-15 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 2014-15 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 2014-15 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 2014-15.

DEPAC 2014-15 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.

DEPAC 2014-15 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 2014-15 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 197 fix it referrals in 2014-2015.

There were 380 bottom line referrals in 2014-2015.

There were 54 referrals from the cafeteria in 2014-2015.

**Student SMART Achievement Goal:**

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

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

**2015-16 Action Plan Completion Details:**

	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$ Materials	Monitoring Dates	Monitoring Indicators
1	Parent Involvement Recruit Parent Volunteers	9-8-15	6-8-16	Community School Coordinators	Time	Bi-Monthly with Principal	Blue Volunteer Form, Spreadsheet
2	Parent Involvement Track parent involvement in order to determine the level of involvement	9-8-15	6-8-16	Community School Coordinators		Each Event	Participation Forms RSVP's,

							Attendance Counts
3	Parent Involvement Track student involvement in leadership and performance in order to determine the level of participation	9-8-15	6-8-16	Principal Community School Coordinators		Each Event	Participation Forms RSVP's, Attendance Counts
4	Parent Information Parent Conference Information Stations	Nov 2015	Mar 2016	Community School Coordinators	Time Reserve Space	TBN	Attendance Counts
5	Parent information Monthly Parent News from Community School Coordinators	9-8-15	6-8-16	Community School Coordinators	Time	Monthly	Each Newsletter
6	Parent information Audio Gecko Gazettes	9-8-15	6-8-16	Principal	Time Skylert Messaging	Bimonthly	Each Newsletter
7	Parent information Parent Communication Survey	March 2016	March 2016	Community School Coordinators, Principal Climate	Time SurveyMonkey	Annual	Survey Tally and Analyze
8	Parent information Parent Participation: Collect data per attendance at school-wide events and Community School evening events	9-8-15	6-8-16	Community School Coordinators, Principal Climate	Time SurveyMonkey	Annual	Survey Tally and Analyze
9	Family-school Connection Family Fun Dance	10/13/15	10/13/15	Community School Coordinators/PTO	Time Food and Beverage Reserve Space	10-15-15	RSVP's, Attendance Counts
10	Family-school Connection	2/4/16	2/4/16	Community School Coordinators/Staff	Time	TBN	RSVP's,

	Evening of the Arts				Reserve Space		Attendance Counts
11	Family-school Connection Greenvale Talent Shows	May 2016	May 2016	Community School Coordinators Teachers	Time Food and Beverage Reserve Space	TBN	RSVP's, Attendance Counts
12	Family-school Connection Connected Kids Mentoring	9/8/15	6-8-16	Laura Berdahl, Supervisor of Matches	Time Reserve Space	Each Event	Spreadsheet
13	<b>PBIS IMPLEMENTATION</b> Greenvale Park will continue to develop its journey that emphasizes a preventive perspective that is conceptualized within a multi-tiered framework. Specifically, we will continue to adopt a three-tiered approach for social, emotional, and behavioral support.  We will respond to new cases of at-risk social, emotional, and behavioral needs across all settings e.g. school-wide, classroom, and non-classroom settings etc. by providing instruction that is focused on defining, teaching, and encouraging expectations for all settings.	9/8/15	6-8-16	Climate Committee Members  SDSC Members	Time	Monthly Climate Committee Meetings  Monthly SDSC Meetings	Attendance
	<b><u>PRIMARY TIER</u></b> <b>Universal Application of Core Building-wide Expectations</b> a) Belong, Respect, Work  <b>Universal Reinforcement of Expectations</b> a) Caught You	9/8/15	6-8-16	Climate Committee Members  SDSC Members	Time	Monthly Climate Committee Meetings  Monthly SDSC Meetings	Attendance
	<b>Universal Application of Core Responsive Classroom</b> a) Hopes and Dreams b) Classroom Expectations • Cooperation, Assertion, Responsibility, Empathy, Self Control c) Rule Creation ▪ Helping students create classroom rules that allow all class members to meet their learning goals	9/8/15	6-8-16	Principal  Climate Committee Members  SDSC Members	Time	Monthly Climate Committee Meetings  Monthly SDSC Meetings	Attendance

- d) Positive Teacher Language
  - Sing words and tone to promote children's active learning and self-discipline
- e) Morning Meeting
  - Gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
    - ✓ Morning Message with an Academic Component
    - ✓ Social Greeting
    - ✓ Group Activity
    - ✓ Announcements
- f) Time Outs for Little Things
- g) Social Conferences
- h) Interactive Modeling
  - Teaching children to notice and internalize expected behaviors through a unique modeling technique
- i) Guided Discovery
  - Introducing materials using a format that encourages creativity and responsibility
- j) Logical Consequences
  - 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
  - Increasing student motivation and learning by allowing students teacher-structured choices in their work
- l) Classroom Organization
  - Increasing student motivation and learning by allowing students teacher-structured choices in their work
- m) Classroom Organization
  - Setting up the physical room in ways that encourage independence, cooperation, and productivity
- n) Working With Families
  - Inviting families' insights and helping them understand the school's teaching approaches
- o) Collaborative Problem-Solving
  - Using conferencing, role-playing, and other strategies to resolve problems with students



<p><b>Universal Application of Character Education</b></p> <p>a) Cooperation</p> <ul style="list-style-type: none"> <li>To work willingly with others</li> </ul> <p>a) Self-Control</p> <ul style="list-style-type: none"> <li>To control your impulses, emotions, and actions by making the right choice for your body and voice.</li> </ul> <p>b) Assertion</p> <ul style="list-style-type: none"> <li>Standing up for yourself by being firm with your actions and words without hurting others</li> </ul> <p>c) Empathy</p> <ul style="list-style-type: none"> <li>To understand another person's feelings and experiences, and showing that you care</li> </ul> <p>d) Forgiveness</p> <ul style="list-style-type: none"> <li>To let go of anger, disagreements, and mistakes</li> </ul> <p>e) Honesty</p> <ul style="list-style-type: none"> <li>To speak and act truthfully</li> </ul> <p>f) PERSEVERANCE</p> <ul style="list-style-type: none"> <li>To keep trying when things get hard</li> </ul> <p>g) Respect</p> <ul style="list-style-type: none"> <li>To act in a way that shows others you care about their feelings, ideas, and property</li> </ul> <p>h) RESPONSIBILITY</p> <ul style="list-style-type: none"> <li>To show others they can count on you by doing what is expected</li> </ul>	9/8/15	6-8-16	Principal	Time	Monthly Climate Committee Meetings	Attendance
Climate Committee Members					Monthly SDSC Meetings	
SDSC Members						
<p><b>Universal Expectations Matrix</b></p> <p><b>Universal Positive Reinforcement of Core</b></p> <p>a) Building-wide Meetings</p> <ul style="list-style-type: none"> <li>Building-wide Expectations</li> <li>Set a Goal, Persevere, Succeed</li> <li>Character Education</li> <li>Social, Emotional, Behavioral Growth</li> <li>School Pride</li> </ul> <p>b) Morning Announcements</p>	9/8/15	6-8-16	Principal	Time	Monthly Climate Committee Meetings	Attendance
Climate Committee Members					Monthly SDSC Meetings	
SDSC Members						
<p><b>The Developmental Assets Profile (DAP)</b></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</p>	Oct. 2015	Oct. 2015	Fifth Grade Team	Time	Week After MEA	Attendance

implement better strategies to prepare young people to thrive in some type of college, a high-skill career, and citizenship.							
<b>Universal Screening and Progress Monitoring of Data Analysis on Social, Emotional, Behavior</b>	9/8/15	6-8-16	Principal	Time	Problem Solving Meetings as Needed e.g. daily, weekly, monthly Based on Need	Attendance	
a) Problem Solving Group to Address Social, Emotional, Behavioral Issues			School Psych School SW PBIS Student Advocate				
<b>Big Buddies</b>	9/8/15	6-8-16	Principal	Time	Monthly Climate Committee Meetings	Attendance	
a) Special time with adults as needed or big buddy partnership			Climate Committee Members				
<b>Big Buddies Sit with Little Buddies During Building-wide Meetings</b>					Monthly SDSC Meetings		
a) Big Buddies Need To Be Assigned Is core behavior curriculum being taught?			SDSC Members				
<b>Book Study</b>	9/8/15	6-8-16	Principal	Time	Faculty Meetings	Attendance	
a) Teaching With Poverty In Mind			Climate Committee Members				
			SDSC Members				
<b>Principal Will Do a Fidelity Check To See If Core Is Being Taught and Reinforced</b>	10/7/15	10/7/15	Principal	Time	Faculty Meeting	Attendance	
a) Beginning of year principal will present Teacher Guidebook and PBIS RESOURCE PACKET materials at a faculty meeting. All faculty will read and make themselves aware of the materials presented so that implementation will occur pervasively and to automaticity.							
<b>SECONDARY TIER</b>	9/8/15	6-8-16	Principal	Time	Problem Solving Meetings as Needed e.g. daily, weekly, monthly	Attendance	
<b>Progress Monitoring using SWIS Data Collection Software</b>			School Psych School SW PBIS Student Advocate				
<b>Progress Monitoring of Major/Minor Behaviors</b>							
a) We will reduce the number of existing cases of at-risk social, emotional, and behavioral issues by establishing							

<p>efficient and rapid responses to at-risk behavior</p> <p>b) We will teach core skills more directly &amp; frequently for those students whose minor and major behavior data show a need in SWIS software</p>					Based on Need	
<p><b>Progress Monitoring in Social, Emotional, and Behavioral Interventions</b></p> <p>a) We will seek out in-house and outside professional staff development for licensed faculty in the creation of positively reinforced, scientifically-based individual social, emotional, and behavioral interventions.</p>	9/8/15	6-8-16	Principal School Psych School SW PBIS Student Advocate	Time	Problem Solving Meetings as Needed e.g. daily, weekly, monthly Based on Need	Attendance
<p><b>Implementation of Positive Social, Emotional, Behavioral Intervention Supports Advocate Position (PBIS Advocate)</b></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"> <li>• Citizenship Handbook</li> <li>• Significant disruption to educational environment</li> <li>• Physical threat to safety of others or him/her self</li> </ul> <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 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>	9/8/15	6-8-16	Principal PBIS Student Advocate	Time	Problem Solving Meetings as Needed e.g. daily, weekly, monthly Based on Need	Attendance
<p><b>Conflict Mediation Training</b></p>	9/8/15	6-8-16	Principal	Time	Four days per month	Attendance

We will seek out in-house and outside professional staff development for licensed faculty in conflict mediation.		Katie Arnold					
a) Peer Mediation training for students in grades 3-5 b) Conflict Mediation training for faculty that can be implemented when children are in conflict							
<b>Fernbrook Mental Health Services</b>	9/8/15	6-8-16	Principal	Time	Meetings scheduled based on need	Attendance	
On site collaboration with Fernbrook Mental Health Services for families in need of support.			School SW				
			Fernbrook Associate				
<b>Social Work Small Group and Individual Services</b>	9/8/15	6-8-16	Principal	Time	Meetings scheduled based on need	Attendance	
School social worker will work with children in small groups and individually to support social, emotional, and behavioral needs of children.			School SW				
<b>Tertiary Tier</b>	9/8/15	6-8-16	Principal	Time	Meetings scheduled based on need	Attendance	
<b>Student Support Team (SST)</b>			School Psych				
a) Increased participation in SST with possible referrals to Special Education			School SW				
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			PBIS Student Advocate				
c) Individual Behavioral Intervention Plans developed by SST							
<b>Special Education Team</b>	We will individualize specific social, emotional, behavioral skills that are taught & reinforced based on functional behavioral assessments						

Task No.	Tasks	Done	Not Done	Evidence of Completion if Completed
1	Increase Parent Involvement	Yes		<ul style="list-style-type: none"> <li>Community School worked to Recruit Parent Volunteers</li> <li>Community School has been tracking parent involvement</li> <li>Principal and Community School have been monitoring student involvement</li> <li>Collected attendance data at school-wide events and Community School evening events</li> </ul>
2	Increase Parent Information	Yes		<ul style="list-style-type: none"> <li>Parent Conference Information Stations for Community School</li> <li>Monthly Parent News from Community School Coordinators</li> <li>Send frequent Audio Gecko Gazettes</li> </ul>

				<ul style="list-style-type: none"> <li>• Send out a Parent Communication Survey</li> </ul>
3	Family-school Connection	Yes		<ul style="list-style-type: none"> <li>• Held events (ie. Family Fun Dance, Evening of the Arts, Greenvale Talent Shows)</li> <li>• Grade level meals offered through Community School</li> <li>• PTO Fundraiser - "Culver's Night"</li> <li>• Increased matches for Connected Kids Mentoring</li> </ul>
4	PBIS Implementation	Yes		<ul style="list-style-type: none"> <li>• Universal Application of Core Building-wide Expectations and Universal Expectations Matrix - Posters were placed in classrooms and around the building in the 2015-2016 school year</li> <li>• Universal Reinforcement of Expectations</li> <li>• Universal Application of Core Responsive Classroom - additional training was given to new hires and efforts were made to hire teachers previously trained in Responsive Classroom</li> <li>• Universal Application of Character Education - monthly lessons continue</li> <li>• SWIS Data and the Behavior Problem Solving Team collected and analyzed data on Social, Emotional, Behavior</li> <li>• Behavior Problem Solving Team was created. Membership was Principal, School Psychologist, School Social Worker, PBIS Student Advocate, and ADSIS Behavior Specialist.</li> <li>• ADSIS Behavior Services and Groups were offered to students based on the results of the Universal Screener.</li> </ul>
5	Student Connections	Partially		<ul style="list-style-type: none"> <li>• Some classrooms have implemented Big Buddy/Little Buddy program</li> </ul>
6	Teaching with Poverty in Mind Book Study	Yes		<ul style="list-style-type: none"> <li>• 6 staff meeting focused on discussing this book.</li> <li>• Staff determined a committee should be put together for 2016-2017 to continue to address the need to make changes to our programming</li> </ul>
7	Progress Monitoring using SWIS Data Collection Software	Yes		<ul style="list-style-type: none"> <li>• SWIS Data and the Behavior Problem Solving Team collected and analyzed data on Social, Emotional, Behavior</li> <li>• Behavior Problem Solving Team was created. Membership was Principal, School Psychologist, School Social Worker, PBIS Student Advocate, and ADSIS Behavior Specialist.</li> </ul>
8	Conflict Mediation Training	Yes		<ul style="list-style-type: none"> <li>• Conflict Mediation training was offered to all students in grades 3-5. Students and parents elected to do this training.</li> <li>• Conflict Mediation trainings were offered to staff.</li> </ul>
9	Fernbrook Mental Health Services	Yes		<ul style="list-style-type: none"> <li>• A part-time practitioner provided Fernbrook services to families of Greenvale Park Elementary</li> </ul>
10	Social Work Small Group and Individual Services	Yes		<ul style="list-style-type: none"> <li>• Principal and School Social Worker monitored the students being referred to School Social Work groups.</li> <li>• Teachers were given referral forms</li> </ul>

**Which of these steps were especially powerful?**

- Family Events continue to build student and family connectedness. Students and Families who participate in these events have an increased sense of belonging.

- The posting of the building wide expectations throughout the building provides reminders and reinforcers to students and staff. Monthly Character Education lessons and the implementation of Conflict Mediation Training.
- SWIS data provides the Behavior Problem Solving Team the opportunity to identify students who need extra support.

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

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

## 2016-17 Site Continuous Improvement Plan

### Greenvale Park

#### Site Improvement Objective: #1 (READING)

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

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

**District or DEPAC Strategy/Strategies Supported:** (Delete all strategies that are not applicable.)

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

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

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

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

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

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

DEPAC 2016-17 Assessment - To support the ongoing measurement of student growth, Northfield Public Schools will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2016-17 Assessment - To support the ongoing measurement of student growth, Northfield Public Schools will develop a comprehensive formative assessment framework within each Professional Learning Community.

DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will develop and implement continuous, accurate, and separate measurements of each student’s progress toward academic mastery, work habits, and behavior standards.

DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.

DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.

DEPAC 2016-17 Student Services - To ensure student engagement, connectedness and success, Northfield Public Schools will implement and evaluate a multi-tiered system of academic and behavioral interventions.

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

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

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

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

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

**2016-17 Action Plan Details:**

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
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1	Build grit, stamina and a growth mindset in students in the area of literacy.	Sept. 2016	June 2017	Teachers & Diane Torbenson	Professional Development and Mindset Book Study	Monthly (BWM), Ongoing	Formative & Summative Assessments, DIBELS, MAP, MCA, survey, observations, student goals
2	Ensure that all children are being exposed to grade level and complex text daily.	Sept. 2016	June 2017	All teachers of reading, including EL teachers	Planning Time	Ongoing	Formative & Summative Assessments, DIBELS, MAP, MCA, Observations
3	Continue strong PLC teams to enhance core instruction and student learning.	Sept 2016	June 2017	PLC teams & Dave Craft	Weekly PLC Meetings District Wide	Weekly Meetings	PLC documents (minutes, EOP, etc), Observations, Teacher Evaluations
4	Provide specific training in literacy instruction and interventions to all staff with accountability for all.	Sept. 2016	June 2017	Diane Torbenson & Sari Zach (mentor)	Professional Development and Coaching/Mentoring Time	Ongoing	Coaching and Administrator Observations, Literacy Reflection Survey
5	Continue to provide instruction and practice in word study to improve students' vocabulary, phonics and spelling. (Use Words Their Way and adding Interactive Writing to enhance.)	Sept. 2016	June 2017	All teachers of reading & Diane Torbenson	Professional Development and Instructional Coaching Opportunities	Ongoing	Words Their Way Inventory summaries, Observations, Formative and Summative Assessments
6	Provide literacy opportunities, support and enrichment through extended school day of the GVP Community School.	Sept. 2016	June 2017	Community School Coordinators, Diane Torbenson & Volunteers	Planning time with Community School Staff	Ongoing (Oct. 2016 to May 2017)	Plus schedule and notes
7	Continue to celebrate literacy with a month long celebration, I Love to Read.	Feb. 1, 2017	March 2, 2018	Staff, Diane Torbenson & Planning Committee	\$150 (books/prizes) Planning Time (with committee)	February, 2017	Student and Staff Participation, survey



## 2016-17 Site Continuous Improvement Plan

### Greenvale Park

#### Site Improvement Objective: #2 (MATH)

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

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

District or DEPAC Strategy/Strategies Supported: (Delete all strategies that are not applicable.)

Strategic Plan Quality Education - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

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

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

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

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

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

DEPAC 2016-17 Assessment - To support the ongoing measurement of student growth, Northfield Public Schools will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the “cradle to career” continuum.

DEPAC 2016-17 Assessment - To support the ongoing measurement of student growth, Northfield Public Schools will develop a comprehensive formative assessment framework within each Professional Learning Community.

DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will develop and implement continuous, accurate, and separate measurements of each student’s progress toward academic mastery, work habits, and behavior standards.

DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.

DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.

DEPAC 2016-17 Student Services - To ensure student engagement, connectedness and success, Northfield Public Schools will implement and evaluate a multi-tiered system of academic and behavioral interventions.

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

**Measurable Evidence of Need:**

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

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

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

**2016-17 Action Plan Details:**

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Implement new <i>Everyday Math 4th Edition</i> for core math instruction in the classroom, and provide professional development to support teachers in doing so.	Sep. 2016	June 2017	Teachers & Heather Ryden	-Materials paid for by T&L Office -Individual planning time -PLC time -Professional development time on January 16 PD day	Ongoing	Formative & Summative Assessments, DIBELS, MAP, MCA
2	Protect 75-90 minutes for daily math instruction.	Sep. 2016	June 2017	Teachers & Dave Craft	None	Ongoing	Building schedule, Observation
3	Ensure all students have ample access to both grade level standards and differentiated instruction through large group and small group instruction.	Sep. 2016	June 2017	Teachers	-Individual planning time -PLC time	Ongoing	Formative & Summative Assessments, DIBELS, MAP, MCA

4	Implement interventions for students performing below grade level.	Oct. 2016	May 2017	Teachers & Heather Ryden	-Supplies paid for out of Heather's MTSS budget (note cards, folders, etc.). -Volunteers needed	Ongoing	Intervention Tracking Data, Formative & Summative Assessments, DIBELS, MAP, MCA
5	Help students develop "grit" and a "mathematical mindset" through explicit instruction and encouragement.	Sep. 2016	June 2017	Teachers & Heather Ryden	-A copy of <i>The Growth Mindset Coach</i> for each licensed staff (\$9.15 x 52 = \$475.80) ??? AND/OR -A copy of <i>Mathematical Mindsets</i> for each math teacher (\$10.71 x 35 books = \$374.85) ??? -Professional development time -Meeting dates	Ongoing	Formative & Summative Assessments, DIBELS, MAP, MCA, survey, observation
6	Motivate and inspire students through the implementation of the 4th annual Math Madness Week.	March 2017	March 2017	Teachers & Heather Ryden	\$200	January-March	Checklist, survey, observation

## 2016-17 Site Continuous Improvement Plan

### Greenvale Park

**Site Improvement Objective: #3 (CLIMATE)**

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

**New/Continuing Objective:** Continuing

**Length of Objective:** 5

**Which Year:** 3

**District or DEPAC Strategy/Strategies Supported:** (Delete all strategies that are not applicable.)

**Strategic Plan Quality Education** - We will hire and retain highly qualified educators and provide them with ongoing support and training to deliver high quality instruction that meets the unique needs of all learners.

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

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

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

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

DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will develop and implement continuous, accurate, and separate measurements of each student's progress toward academic mastery, work habits, and behavior standards.

DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will utilize assessment data to guide programmatic and instructional decisions.

DEPAC 2016-17 Teaching and Learning - To meet specific needs of all learners and improve student achievement, Northfield Public Schools will collect and implement best practices, collaborate and share successes, challenges and strategies.

DEPAC 2016-17 Student Services - To ensure student engagement, connectedness and success, Northfield Public Schools will implement and evaluate a multi-tiered system of academic and behavioral interventions.

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

**Measurable Evidence of Need:**

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

**Student SMART Achievement Goal:**

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

**2016-17 Action Plan Details:**

Task No.	Task to be Completed	Begin Date	End Date	Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
1	Continued Positive Family-School Connections and Parent Involvement in both school day and afterschool programming. (ie. Move-a-thon, Evening of the Arts, Talent Show, Building Wide Meetings).	9/6/16	6/6/17	Principal  Community School Coordinators  Staff  PTO	<ul style="list-style-type: none"> <li>● Time</li> <li>● Reserved Space</li> <li>● Communicating Events</li> <li>● Skylert Messaging</li> <li>● Email lists</li> </ul>		<ul style="list-style-type: none"> <li>● Forms ie. Volunteer, Participation Forms, RSVP's</li> <li>● Survey Results</li> </ul>
2	<b>Universal PBIS Implementation</b> <ol style="list-style-type: none"> <li>1. Universal Application of Core Building-wide Expectations (Belong, Respect, Work)</li> <li>2. Universal Reinforcement of Expectations               <ol style="list-style-type: none"> <li>a. Caught Yous</li> </ol> </li> <li>3. Universal Application of Core Responsive Classroom</li> <li>4. Universal Application of Building Behavior Plan               <ol style="list-style-type: none"> <li>a. Documentation of Minor and Major Behaviors</li> <li>b. Logical Consequences and Disciplinary Action</li> </ol> </li> <li>5. Increased Parent Communication and Partnerships in Student Disciplinary Situations.</li> </ol>	9/6/16	6/6/17	Entire Staff  Climate Committee  SDSC  Community School Coordinators	<ul style="list-style-type: none"> <li>● Monthly Staff Meetings</li> <li>● Monthly Climate Meetings</li> <li>● Monthly SDSC Meetings</li> <li>● Regular communication with Community School Staff (ie. Teachers, Site Assistants, and Volunteers)</li> <li>● Time</li> </ul>		<ul style="list-style-type: none"> <li>● SWIS Data</li> <li>●</li> </ul>
3	Character Education <ol style="list-style-type: none"> <li>1. Monthly lessons on the identified Character Traits               <ol style="list-style-type: none"> <li>a. Cooperation, Self-Control, Assertion, Empathy, Forgiveness, Honesty, Perseverance, Respect</li> </ol> </li> </ol>	9/6/16	6/6/17	Entire Staff  Climate Committee  SDSC  Community School			<ul style="list-style-type: none"> <li>● Schedule of Classroom Visits</li> <li>● "Character Kids" data</li> </ul>

4	Research and Explores Social Emotional Curriculums	9/6/16	6/6/17	Entire Staff Climate Committee Community School			<ul style="list-style-type: none"> <li>● Provide training to all staff on the Zones of Regulation</li> </ul>
5	Task Force on Poverty	9/6/16	6/6/17	Task Force	Time Staff Meetings		<ul style="list-style-type: none"> <li>● Recommendations of the task force.</li> <li>● Attendance at the Staff Meeting</li> </ul>
6	Consistent staff responses and student consequences for disciplinary actions	9/6/16	6/6/17	Principal PALS PBIS Student Advocate ADSIS Climate Committee Entire Staff	Time Staff Development Staff Meetings		<ul style="list-style-type: none"> <li>● Provide training in Logical Consequences</li> <li>● Provide training on Social Conferences</li> <li>● Consistent Behavior Intervention Plans</li> </ul>

**VISION, MISSION, BELIEFS, STRATEGIES, AND PRIORITIES DRAFT | OCTOBER 24, 2016**

**Vision:** We will prepare every student for lifelong success within a world-class learning environment with a commitment to community partnerships and sustainability.

Vision statement clause	Vision Development Mapping
<i>We will prepare <u>every</u> student for lifelong success...</i>	<ul style="list-style-type: none"> <li>● Robust curriculum that addresses all students' academic and social/emotional needs</li> <li>● Prepare all students with a strong foundation for their post high school career path</li> </ul>
<i>...within a world class learning environment...</i>	<ul style="list-style-type: none"> <li>● Equitable opportunities for all students</li> <li>● Appropriate class sizes for all abilities, ages, and subjects</li> <li>● Robust curriculum that addresses student academic and social needs</li> <li>● District staff that reflect community demographics</li> </ul>
<i>...with a commitment to community partnerships and sustainability.</i>	<ul style="list-style-type: none"> <li>● District staff that reflects community demographics</li> <li>● Financial sustainability and stewardship</li> <li>● Equitable opportunities for all students</li> <li>● Prepare all students with a strong foundation for their post high school career path</li> <li>● Community partnerships are essential in realizing the vision</li> </ul>

**Mission**

We deliver educational excellence that empowers all learners to engage in our dynamic world.

**Beliefs**

- |                    |                         |
|--------------------|-------------------------|
| ● Public Education | ● Shared Responsibility |
| ● Learning         | ● Learning Environment  |
| ● Decision-Making  | ● Diversity             |

**Strategies**

- |                       |                  |
|-----------------------|------------------|
| ● Quality Education   | ● Stewardship    |
| ● Climate             | ● Communications |
| ● Curricular Outcomes | ● Partnerships   |

**Ongoing Priorities**

- Prioritize recruiting and retaining diverse staff.
- Robust core subject instruction.

**Near-Term Priorities**

- Building and fostering relationships - commitment to social/emotional health for all.
- Develop a long-term solution that allows for reasonable class sizes while maintaining financial stability.
- Spaces that are modern, innovative, creative and flexible.
- Equitable opportunities and support for all career and college paths.

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## VISION, MISSION, BELIEFS, STRATEGIES, AND PRIORITIES

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### Our Vision

“We will prepare every student for lifelong success within a world-class learning environment with a commitment to community partnerships and sustainability.”

### Our Mission

We deliver educational excellence that empowers all learners to engage in our dynamic world.

#### Beliefs

- Public Education
- Learning
- Decision-Making
- Shared Responsibility
- Learning Environment
- Diversity

#### Strategies

- Quality Education
- Climate
- Curricular Outcomes
- Stewardship
- Communication
- Partnerships

### Ongoing Priorities

- Prioritize recruiting and retaining diverse staff.
- Robust core subject instruction.

### Near-Term Priorities

- Building and fostering relationships - commitment to social/emotional health for all.
- Develop a long-term solution that allows for reasonable class sizes while maintaining financial stability.
- Spaces that are modern, innovative, creative and flexible.
- Equitable opportunities and support for all career and college paths.



**Purpose**

The purpose of this presentation is to review the strategic planning process and provide a draft for the final outcomes of the strategic plan for the Board’s consideration and potential approval on October 24, 2016.

**Process**

Northfield Public Schools partnered with Dr. Bruce Miles of Big River Consulting to facilitate the strategic planning process. Dr. Miles has experience using his “Chainsaw Strategic Planning” method with more than 1,000 organizations, including K-12 schools, non-profits, and businesses.

The following is a list of the strategic planning meetings and the attendance.

Date	Stakeholder Group	Attendance
08.08.2016	Board and Administration	24
09.01.2016	Staff (five individual sessions during workshop day)	89
09.01.2016	Community	44
09.20.2016	Greenvale Park Community School (session held in Spanish)	16
09.21.2016	District Youth Council	13
	<b>Total</b>	<b>186</b>

Participants worked in small groups during a visioning and near-term prioritization activity. This activity encouraged discussion and debate about what should be the District’s most important focus. Groups recorded their vision and priorities on poster-size paper for review by the entire group. Finally, participants used a power voting strategy to identify the items they viewed as most important for the District’s focus.

On September 22, 2016, the School Board and administrators gathered to review the results from all stakeholder input sessions and craft the final vision and near-term priorities.

The one-page document included in your packet presents the final results. It includes the District’s long-held mission statement (job description), beliefs, and strategies. Those beliefs and strategies -- defined a decade ago -- align incredibly well with the updated vision statement.

In an effort to make the vision statement memorable and accessible, administrators fine tuned the statement and consolidated several of the vision points. The vision statement clause/vision development mapping table crosswalks how the stakeholder input is mapped to the updated vision statement.

Near-term priorities are listed at the bottom of the page. A one-page benchmark document developed by each group that discussed these near-term priorities at the work session on September 22, 2016, is included in the packet.

**What’s Next?**

The strategic plan vision and near-term priorities are the result of 186 individuals participating in the process that began on August 8, 2016. We will develop action teams around each of the near-term priorities, align with other community groups that may have a similar goal or interest, and begin working to achieve measurable results that move the District forward.



**Northfield School District • FY17 Planning Project**  
**September 22, 2016 • Vision, Mission & Priorities**

**Vision**

**In five years, we will have developed, delivered, & be recognized for...**

- Robust curriculum that addresses all students' academic & social needs (15)
- Preparing all students with a strong foundation for their post HS path - career & college ready (15)
- Financial sustainability & stewardship (12)
- District staff that reflects the community demographics (4)
- Appropriate class sizes for all abilities, ages, & subjects (3)
- Equitable opportunities (3)

**Mission**

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

**Beliefs**

- |                         |                        |
|-------------------------|------------------------|
| • Public Education      | • Learning             |
| • Shared Responsibility | • Learning Environment |
| • Decision-Making       | • Diversity            |

**Strategies**

- |                       |                               |
|-----------------------|-------------------------------|
| • Quality Education   | • Stewardship                 |
| • Climate             | • Communications/Partnerships |
| • Curricular Outcomes | • Diversity                   |

**Near-Term Priorities**

- 1) Building & fostering relationships - commitment to social/emotional health for all (13)
- 2) Develop a long-term solution that allows for reasonable class sizes while maintaining financial stability (10)
- 3) Spaces that are modern, innovative, creative & flexible (8)
- 4) Equitable opportunities & support for all career & college paths (7)
- 5) (tie) Prioritize recruiting & retaining diverse staff (5)
- 5) (tie) Robust core subject instruction (5)



**Northfield School District • FY17 Planning Project**  
**Benchmarks: Relationships**

**1) What do we want to accomplish? (*New Goal*)**

- Building and fostering relationships with a commitment to social-emotional health for all
- Building positive morale
- Prepare students for the real world

**2) What should be done to begin? (*Data Needed or Action Steps*)**

- Identify what we currently do and create a K-12 scope and the sequence
- Identify the needs and strengths
- Research and explore the best practice
- Identify the ways to support staff to focus on teaching students, not just content

**3) What should we see happening w/in 30-60 days? (*Benchmarks*)**

- Leadership By Walking Around (LBWA) – all staff
- Greet students and colleagues when passing each other
- Data collection and analysis to assess the current state
- Consistent messaging and expectations like "PRIDE."



**Northfield School District • FY17 Planning Project**  
**Benchmarks: Class Size**

**1) What do we want to accomplish? (*New Goal*)**

- Develop a plan to address overcrowding classrooms
- Alleviate parent and staff concerns about class size

**2) What should be done to begin? (*Data Needed or Action Steps*)**

- Have a discussion on reasonable/appropriate class size
- What are we willing to do differently
- Research best practices of similar districts
- Ideal components to systematic approaches

**3) What should we see happening w/in 30-60 days? (*Benchmarks*)**

- Focus groups to discuss class size
- Thought exchange – stakeholder input
- Collecting information from similar districts
- Resource allocation analysis



**Northfield School District • FY17 Planning Project**  
**Benchmarks: Space**

**1) What do we want to accomplish? (*New Goal*)**

- Spaces that are modern, innovative, creative and flexible
- Provide world class facilities
- Spaces that can quickly change to fit the teacher's needs
- Promotes collaboration
- Buildings that are sustainable

**2) What should be done to begin? (*Data Needed or Action Steps*)**

- Follow and finalize master facilities plan – make a decision
- Look and think to the future with all aspects of building use
- Properly research location needs

**3) What should we see happening w/in 30-60 days? (*Benchmarks*)**

- Board approval of the Master Facilities Plan



**Northfield School District • FY17 Planning Project**  
**Benchmarks: Equitable Opportunities**

**1) What do we want to accomplish? (*New Goal*)**

- A public commitment to recognizing, honoring, and promoting all colleagues and career pathways

**2) What should be done to begin? (*Data Needed or Action Steps*)**

- A list of steps that facilitate the implementation of a career pathways approach and changing culture

**3) What should we see happening w/in 30-60 days? (*Benchmarks*)**

- Communication with business partners
- Opportunities provided for students to explore careers
- Continue to educate the staff



**Northfield School District • FY17 Planning Project**  
**Benchmarks: Robust Core Subject Instruction**

**1) What do we want to accomplish? (*New Goal*)**

- Growth across all student populations
- Cradle to career – commitment to high expectations

**2) What should be done to begin? (*Data Needed or Action Steps*)**

- Define what robust and core mean
- Analyze data: MCAs, MAP, ACT, DIBELS, FAST, Registration Information, PLC Data
- Look at what demographic peers are doing

**3) What should we see happening w/in 30-60 days? (*Benchmarks*)**

- Define the time needed to accomplish action steps
- LBWA (Leadership By Walking Around)



## **Northfield School District • FY17 Planning Project**

### **Benchmarks: Recruiting**

#### **1) What do we want to accomplish? (*New Goal*)**

- Recruitment/retention of diverse staff
- Learning environment more conducive for diverse students
- More connection with parents of diverse students
- Innovative ideas coming from diverse viewpoints
- More influence over learning from under represented voices

#### **2) What should be done to begin? (*Data Needed or Action Steps*)**

- Outreach to areas/partners that have success in recruiting diverse staff
- Community coalition to support diversity
- Reach out to current staff of diverse backgrounds for their voice/perspective of what could help recruit diverse employees
- Local pathway to diverse students to return as staff

#### **3) What should we see happening w/in 30-60 days? (*Benchmarks*)**

- Has the number of staff with diverse backgrounds grown?
- Have we formed partnerships with others to help with diversity?
- Have we reached out to current staff of diverse backgrounds to obtain knowledge on what we can implement/change to recruit people of diverse backgrounds?
- Fortified promise – career pathways for our own students and creating programs/options to “grow our own.”



**Overnight Student Field Trip Proposal  
For the  
Alternative Learning Center**

**Date of Proposal:** October 12, 2016

**Purpose of Trip:** To take 7 Alternative Learning Center students into the Boundary Waters Canoes Area.

**Destination:** Tofte, MN and BWCA

**Dates:** June 12<sup>th</sup> -June 16<sup>th</sup>

**Itinerary:**

June 12<sup>th</sup> - Leave Northfield and drive up to Sawbill Campground, camping there for the night. We stop in Duluth, Gooseberry falls, Palisade Head and hike up to Carleton Peak and Tofte Overlook on the way.

June 13<sup>th</sup>- We will go to Sawbill outfitters, get our gear and hopefully be on the water by 10:a.m.

June 14<sup>th</sup> -Canoe all day, finding a site for the evening.

June 15<sup>th</sup> - Canoe for a second full day, finding another site for evening.

June 16<sup>th</sup>- We will canoe out of the BWCA and return to Northfield by early evening.

**Educational Benefits:** Students are required to complete a .25 credit class on wilderness camping and survival and research information about Minnesota's Boundary Waters Canoe Area.

The trip itself will address 17 of the 37 SCANS skills identified by the U.S Department of Labor as the competencies needed to span the gap between the world of school and the workplace. These are the skills the students will use for this trip: reading, writing, speaking, listening, decision making, problem solving, responsibility, social skills, self-management, honesty, time management, team member, leadership, negotiation skills, adaptability, manage resources and teaching others. Additional areas that will be affected include self-esteem, self-confidence, perseverance and patience.

**Staff Involved:** Cheryl Mathison and Eric McDonald

**Time Commitment for Planning:** This will be our 13<sup>th</sup> trip up there with students. Due to our experience and knowledge we” have the system down” as far as the planning goes ☺

**Transportation:** Van

**Lodging Arrangements:** We will be making BWCA camping reservations.

**Budget:**

<b>Supplies</b>		<b>Instructional Salary</b>
Gas	\$ 150.00	
Groceries	\$ 275.00	Appx \$4200
Sawbill Outfitter	\$ 900.00	
Film Development	\$100.00	
<u>BWCA &amp; campground fees</u>	<u>\$125.00</u>	
	\$1550.00	

**Funding Sources** Pop machine profits, other grants we will be pursuing and State funding from student credit earned covers the instructional salary.

**Scholarship Availability-** None needed

**Student Participants-** 7

**Staff Chaperones:** 2

**Parent Chaperones-** none

**Activities for non-participating students:** This is part of an elective class. Students not enrolled in the class are not affected.

## Northfield Public Schools Master Facilities Plan | Preview and Update | October 24, 2016

Dr. Matt Hillmann, Superintendent

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The District will present a final draft of our long-term Master Facilities Plan at the November 14 School Board meeting. The District will ask the Board to consider adopting the plan at the November 28 School Board meeting. A long-term Master Facilities Plan is a roadmap for the School Board and Administration to use when making decisions about our facilities. Adopting the plan does not mean the projects included are automatic, rather it is an endorsement of the planning process itself.

A review of the two-year process used in developing this plan:

- Hazel Reinhardt, of Hazel Reinhardt Consulting Services, presented a detailed demographic report to the Northfield Board of Education in June 2014. The study included five- and ten-year projections for the district's student population, as well as a housing unit projection.
- A facilities study was conducted in the summer of 2014 by ATS&R the District's consultants.
- A series of 18 community meetings were held in the Fall of 2014. Meetings were held for parents/community members and staff at each site. Attendees were asked to tell the District what was good about their facility, what could be better about their facility, and what one change would they make to the facility to better facilitate teaching and learning there.
- ATS&R worked with District staff in the Spring/Summer of 2015 to develop two approaches to the issues identified during the 2014 community meetings.
- An additional series of seven community meetings were held in the Fall of 2015. The two approaches were presented with the estimated cost of each potential project. Participants were asked to identify what they liked, what they didn't like, and any other questions they had about each approach.
- In March 2016, an online ThoughtExchange process was used to gather additional data on the two approaches developed by the District and ATS&R.
- In June 2016, the facilities-focused ThoughtExchange results were presented to the School Board.

The long-range Master Facilities Plan will include two components:

- Facility life-cycle management. This section will outline the next set of recommended facility projects. It will be used as a tool for the Board to annually consider the status of our current facilities and what project(s) might be appropriate in the near-term.
- Deferred maintenance. One reason our facilities are not in crisis is because of the District's diligence in maintaining our buildings and grounds. The deferred maintenance section of the long-term Master Facilities Plan is intended to ensure stewardship of our public school buildings and to ensure they are in serviceable condition for as long as possible.

The process used to develop this long-term Master Facilities plan has been deliberate and thorough. Our initial intention was to ensure a plan addressing facility needs over the next 20 years. The presentation on November 14, 2016 will be a culmination of a thoughtful approach that began more than two years ago.