

INDEPENDENT SCHOOL DISTRICT 659
REGULAR SCHOOL BOARD MEETING
Monday, December 9, 2013, 7:00 PM
Northfield High School, Media Center

AGENDA

- I. Call to Order
- II. Agenda Changes / Table File
- III. Public Comment
This is an opportunity for members of the school district to address the Board. You are requested to do so from the podium. After being recognized by the chair, each individual will identify himself/herself and the group represented, if any. He/She will then state the reason for addressing the Board. To insure that all individuals have a chance to speak, speakers will be limited to one three-minute presentation. Please know that this is not a time to debate an issue, but for you to make your comments.
- IV. Approval of Minutes
- V. Announcements and Recognitions
- VI. Items for Discussion and /or Reports.
 - 1. Truth-in-Taxation Presentation for the Payable 2014 Property Tax Levy followed by Public Comment.
 - 2. School Improvement Plan Presentations – Greenvale Park Elementary School and Area Learning Center.
 - 3. All Day Kindergarten Facilities Needs, Demographic Study and Pre-K – 12 Facilities Study.
- VII. Superintendent's Report
 - A. Items for Individual Action
 - 1. Certify Final 2013 Payable 2014 Tax Levy.
 - 2. Fiscal Year 2013-2014 General Fund Budget Amendment.
 - B. Items for Consent Grouping
 - 1. Gift Agreement.
 - 2. Personnel Items.
- VIII. Items for Information
 - 1. Enrollment Report – December 2013.
- IX. Future Meetings
Monday, January 13, 2014, 7:00 PM, Organizational School Board Meeting followed by Regular School Board Meeting,
Northfield High School Media Center
Monday, January 27, 2014, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
- X. Adjournment

NORTHFIELD PUBLIC SCHOOLS

MEMORANDUM

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

TO: Members of the Board of Education
FROM: L. Chris Richardson, Ph. D., Superintendent
RE: Explanation of Agenda Items for the December 9, 2013, School Board Meeting

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

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

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

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

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

B. Items for Consent Grouping

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

1. Gift Agreement.

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

2. Personnel Items.

a. Appointments*

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

b. Increase/Decrease/Change in Assignment

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

c. Leaves of Absence

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

d. Resignations

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

School Board Memorandum

December 9, 2013

Page Three

e. Additional:

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

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

VIII. Items for Information

1. Enrollment Report – December 2013.

IX. Future Meetings

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

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

X. Adjournment

School Board Minutes

School Board Minutes

November 25, 2013

Northfield High School Media Center

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

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

The Board approved the following:

- Paid bills totaling \$1,608,764.70, payroll checks totaling \$658,546.52, bond payments totaling \$774,128.83 and the financial reports for July 2013.
- Paid bills totaling \$1,409,561.53, payroll checks totaling \$637,224.28 and the financial reports for August 2013. There were no bond payments made in August 2013.
- Paid bills totaling \$1,705,524.21, payroll checks totaling \$2,721,565.01 and the financial reports for September 2013. There were no bond payments made in September 2013.

2. Personnel Items.

a. Appointments*

1. Melissa Bernard, Assistant Gymnastics Coach at the High School beginning 11/14/2013 – 02/22/2014; Level E.
2. Rachael Hudson, Co-Musical Director at the Middle School (seasonal) beginning 12/05/2013 – 04/21/2014; Level I & Level K, 50% Stipend, Step 3.
3. Tyler Hudson, Co-Musical Director at the Middle School (seasonal) beginning 12/05/2013 – 04/21/2014; Level I & Level K, 50% Stipend, Step 5.
4. Amy Klein, High School Activities-Asst. Speech Coach beginning 12/01/2013 – 04/12/2014; \$12.00/hour.
5. Susan Oftedahl, .4 FTE Long-Term Substitute Orchestra Teacher at the High School beginning 04/01/2014 – 06/06/2014; Daily Substitute Rate.
6. Margaret Paradise, 1.0 FTE Long Term Substitute Fifth Grade Teacher at Bridgewater beginning 11/18/2013 – 1/10/2014 (1/2 days 1/6-10/2014; MA, Step 3.
7. John Sand, High School Activities Life of an Athlete Facilitator beginning 11/14/2013 – 06/06/2014; Level H, Step 1.
8. Susan Mary Nelson, .55 FTE READ 180 Long-Term Substitute Teacher at Bridgewater beginning on or about 12/09/2013 – 02/28/2014; Substitute Daily Rate of Pay. (no more than 15 consecutive days per teaching license)
9. Activity Event Workers, as listed on a Memo from Tom Graupmann dated 11/22/13.

b. Increase/Decrease/Change in Assignment

1. Elizabeth Brewer, EA-Class IV (LI Room) at the Middle School for 6.75 hours/day, change to EA-Class IV (MMMI Room) at the MS for 6.75 hours/day beginning 11/18/2013.
2. Elliot Courchaine, EA-Class IV at the Middle School, add 2 hours/day on Thursdays and Fridays at the High School for after school wrestling supervision 11/21/2013 – 03/01/2014.
3. Amanda George, KidVentures Site Assistant at GVP, change to KidVentures Site Assistant at Sibley & Bridgewater beginning 11/18/2013.
4. Zeebo Karouso, KidVentures Site Assistant at Sibley, change to KidVentures Site Assistant at GVP, Sibley and Bridgewater beginning 11/18/2013.
5. Linda Wasner, EA-Class IV at the High School, add 2 hours/day on Mondays & Wednesdays for after school wrestling supervision beginning 11/20/2013 – 03/01/2014.
6. Shelly Cole, Asst. Family Services Collaborative Coordinator at Community Services for 25 hours/week, change to 30 hours/week beginning 11/16/2013.
7. Elliott Courchaine, Educ. Asst. Class IV at the Middle School for 5.07 hours/day through 01/03/2014, change to EA Class IV at the Middle School for 6.75 hours/day beginning 11/25/2013 – 06/06/2014.
8. Claudia Roman-Jimenez, MSYC Site Assistant at the Middle School for 10 hours/week, change to MSYC Site Asst. for 6.25 hours/week; add Long-Term Substitute EA Class IV at the Middle School for 6.75 hours/day beginning 11/25/2013 – 12/20/2013. Effective 01/06/2014 Claudia will return to her hours as MSYC Site Assistant for 10 hours/week.

c. Leave of Absence

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

d. Resignation

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

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

3. Gift Agreement.

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

VIII. Items for Information

1. Fall Parent-Teacher Conferences.

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

IX. Future Meetings

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

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

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

Noel Stratmoen
School Board Clerk

Truth in Taxation | Pay 2014 • Budget Revision Narrative

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

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

2014 Property Tax Levy Summary

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

This is due to many factors, including:

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

Levy Authority vs. Certification

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

2014 Property Tax Levy Breakdown

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

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

Subtotal Comparisons

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

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

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

2013-14 General Fund Budget Amendment

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

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

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

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

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

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



PROPERTY TAX PAYABLE 2014

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

Summary

2014 Property Tax Levy

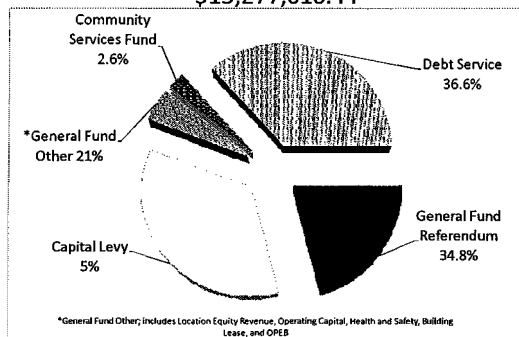
- Overall maximum levy authority down \$158,666.53 or 1.04%.
 - Upset the “apple cart” – many changes in funding strategies as a result of 2013 legislation
 - Reduction in Debt Service as a result of refundings
 - Reduction in Operating Capital Levy – more provided by State Aid
- Levy of \$15.3 million: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

Levy Authority vs. Certification

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

2014 Property Tax Levy

\$15,277,610.44



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

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

2013-14 General Fund Budget Amendment

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

2013 October 1st pupil count

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

Seat Count vs Average Daily Membership

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

2013-14 Budget Amendment

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

2013-14 General Fund Budget

FUND SUMMARY			
	2012-13 Audit	2013-14 Adopted Budget	2013-14 Revised Budget
Beginning Fund Balance*	\$14,462,642	\$14,357,265	\$14,522,922
Annual Revenue	41,069,277	41,658,619	41,604,919
Total Sources	55,531,919	56,015,884	56,127,841
Annual Expenditures	41,008,997	41,381,110	41,710,658
Ending Fund Balance*	\$14,522,922	\$14,634,774	\$14,417,183
Unassigned Fund Balance	\$ 9,295,808	\$9,691,088	\$9,462,873

*Beginning and ending fund balances include unrestricted and restricted dollars

THANK YOU!

QUESTIONS?

2012-2013 Site Progress Report
2013-2014 Continuous Improvement Plan
2013-2014 Building Staff Development Plan

October 11, 2013

District 659 Mission: Why we exist

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

Submit to the Superintendent by October 11, 2013:

For 2012-2013: Site Progress Report

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

SITE: *Greenvale Park*

PLAN YEAR: *2013-2014*

SITE IMPROVEMENT TEAM MEMBERS:

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

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

**Reviewed by
Staff:**

**Signature
Date**

Diane Torbenson
11-14-13

**Final Approval by
Site Improvement Team:**

**Signature
Date**

OK
11/14/13

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

**Signature
Date**

[Signature]
12/5/13

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

State the Site Improvement Objective:

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

This Site Improvement Objective is: ☐ New ☒ Continuing

State the Student Achievement Goal:

PROFICIENCY

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

PROFICIENCY

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

GAP

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

GROWTH

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

GROWTH:

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

Which action plan steps were completed?

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

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

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

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

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

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

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

Formative assessments monitored by Grade Level PLCs.

Summative assessments monitored by Grade Level PLCs.

Universal Screening of Oral Fluency.

Progress Monitoring for at-risk students.

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

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

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

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

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

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

Daily Silent Sustained Reading Time for Students during Morning Recess

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

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

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

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

Book Study: Implementing RTI With English Language Learners.

Which of these steps were especially powerful?

In kindergarten, Americorps were especially helpful.

Our data retreats were especially helpful.

Media Center being open was powerful.

Meeting in PLCs once a week supported our SIP.

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

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

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

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

Which of these steps were not completed?

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

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

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

Provide evidence that your objective was achieved or not achieved.

GOAL 1

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

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

GOAL 2

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

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

GOAL 3

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

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

GOAL 4

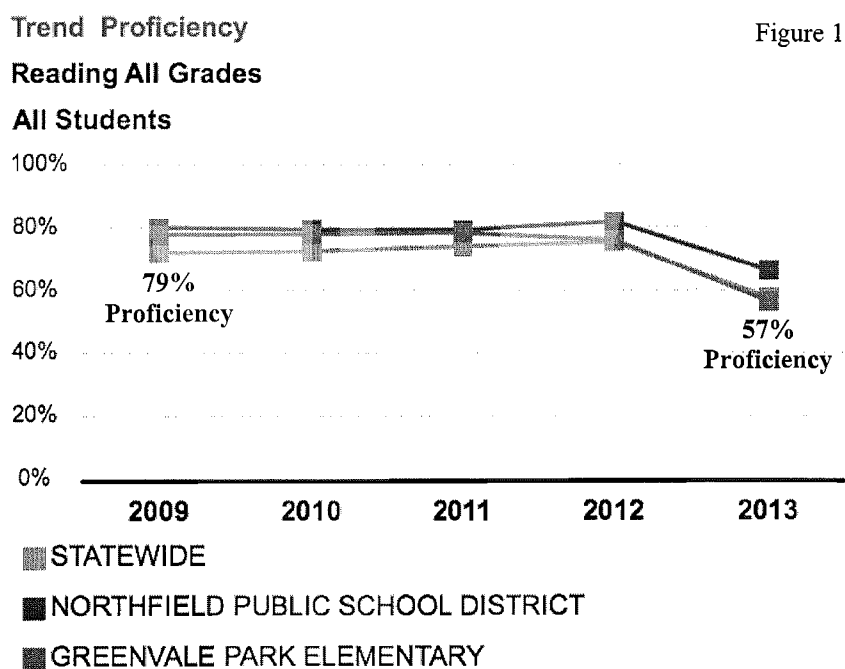
Sixteen and one-tenth percent (16.1%) of fifth grade students (fourth grade cohort from spring, 2012) will show growth and become proficient in spring, 2013, on the MCA III Reading Assessment, who were previously non-proficient in the spring, of 2012.

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

GOAL 5

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

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



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

Beliefs:

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

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

National Common Core Standards:

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

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

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

Implications of Assessment Results and the Incompletion of Action Steps:

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

Guaranteed and Viable Curriculum

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

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

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

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

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

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

Condensed + Simplified + Taught to mastery = Viable Curriculum

The Need to Re-Evaluate the Core Curriculum:

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

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

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

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

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

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

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

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

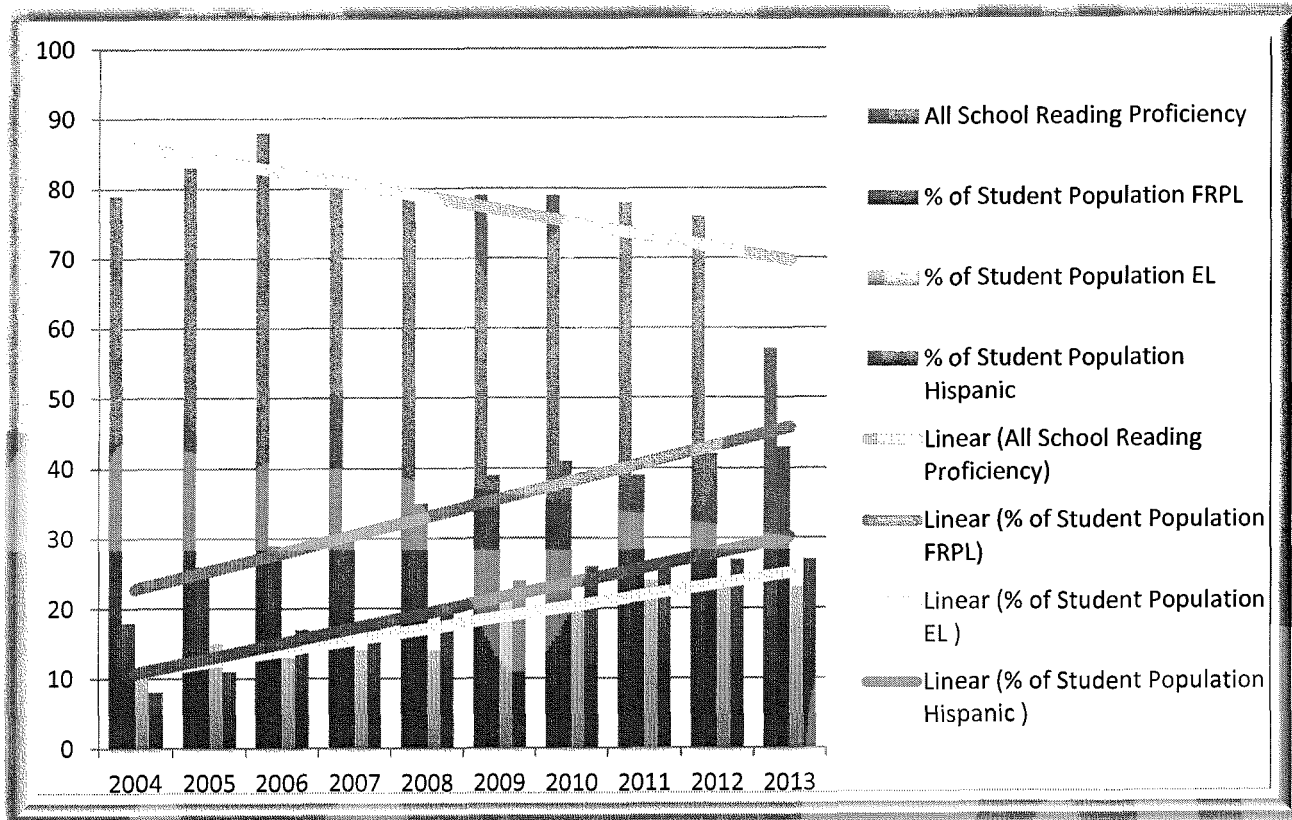
MCA READING PROFICIENCY	2006-2007	2006-2007	2006-2007
-------------------------	-----------	-----------	-----------

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

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

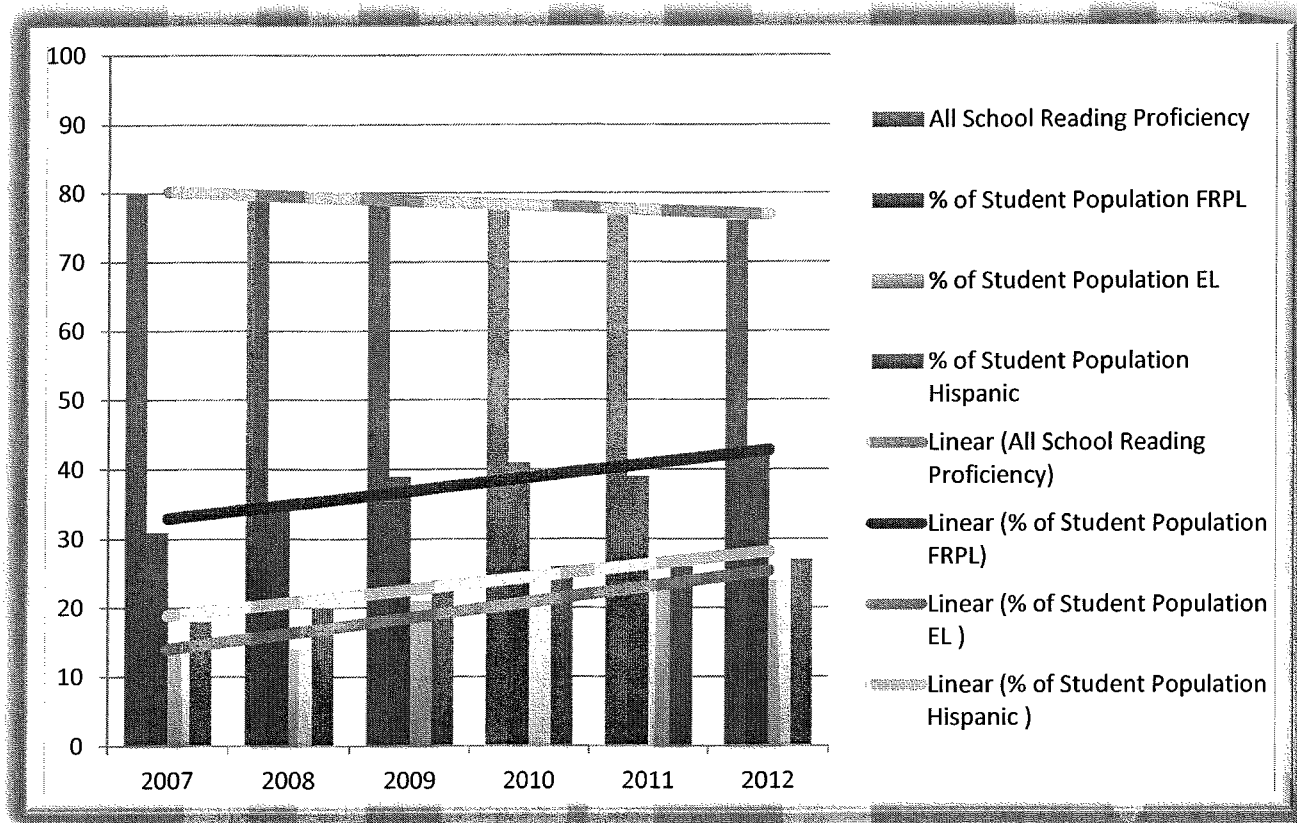
Another way of saying this is, the core reading curriculum fit approximately 80% of the mainstream classrooms across the district. Now consider these 10-year trends.

READING PROFICIENCY AND SUBGROUP TRENDS 2004-2013



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

READING PROFICIENCY AND SUBGROUP TRENDS 2007-2012



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

Now consider data from the spring of 2013.

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

Now consider current data from the fall of 2013.

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

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

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

Additional Insights:

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

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

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

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

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

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

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

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

State the Site Improvement Objective:

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

This Site Improvement Objective is: ☐ New ☒ Continuing

State the Student Achievement Goal:

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

Which action plan steps were completed?

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

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

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

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

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

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

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

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

Formative assessments monitored by Grade Level PLCs.

Summative assessments monitored by Grade Level PLCs

Universal Screening of Math Probes.

Progress Monitoring for at-risk students.

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

Which of these steps were especially powerful?

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

PLC implementation was powerful.

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

Which of these steps were not completed?

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

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

Universal Screening of Math Probes.

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

Provide evidence that your objective was achieved or not achieved.

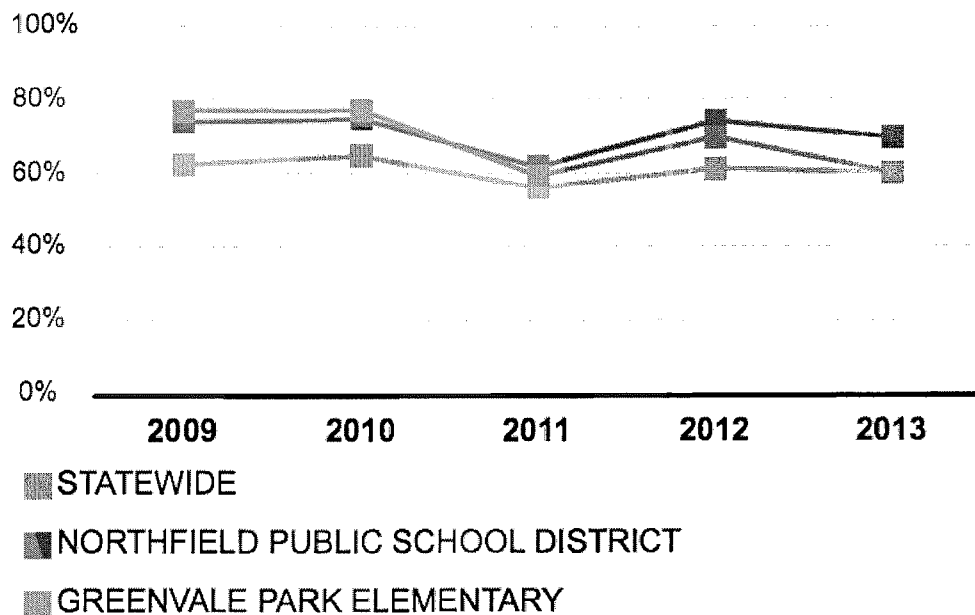
We will increase the percent proficiency for grades 3-5 in math from 70.04% in spring 2012 to 75.00% in spring 2013 as measured by the MCA III Math state assessment.

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

Trend Proficiency

Math All Grades

All Students



NORTHFIELD PUBLIC SCHOOLS

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

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

NORTHFIELD PUBLIC SCHOOLS

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

State the Site Improvement Objective:

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

This Site Improvement Objective is: ☐ New ☒ Continuing

State the Student Achievement Goal:

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

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

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

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

Which action plan steps were completed?

Parent Involvement

Recruit Parent Volunteers

Parent involvement

Fabulous Friday Breakfasts

We will survey parents as they leave for future topics

Parent Involvement

Track parent involvement in order to determine the level of involvement

Parent Involvement

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

Parent information

Monthly Parent News from Parent Liaisons

Parent information

Audio Gecko Gazettes

Parent information

Parent Communication Survey

Parent information

Parent Participation Survey

Family-school Connection

NORTHFIELD PUBLIC SCHOOLS

Family Fun Dance

Family-school Connection

Evening of the Arts

Family-school Connection

Greenvale Grandstand Family Picnic

Family-school Connection

Connected Kids Mentoring

Child Connections

PBIS Workshop

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

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

Child Connections

Core Essentials

Character Education Program Monthly Traits

Respect

Individuality

Cooperation

Compassion

Determination

Honesty

Friendship

Peace

Child Connections

Monthly Building-Wide Meetings

We will recognize students who

Set a Goal

Persevere

Succeed.

Parent Connections

BOOK STUDY WITH PRINCIPAL

"If Aristotle's Kid Had an iPod."

Which of these steps were especially powerful?

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

Which of these steps were not completed?

Child Connections

SWIS Software for Collecting Behavioral Data

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

Provide evidence that your objective was achieved or not achieved.

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

DATA: See table file for student data.

NORTHFIELD PUBLIC SCHOOLS

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

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

DATA: Baseline Data for 2012-2013

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

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

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

DATA: See table file for student data.

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

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

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

VISION: What we hope to become

Building Vision Statement:

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

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

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

Building Statement of Collective Commitments:

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

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

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

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

Site Improvement Objective #1

State the Site Improvement Objective:

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

This Site Improvement Objective is: ☐ New ☒ Continuing

This Site Improvement Objective is intended for:

☐ 1 year ☐ 2 years ☒ 3 years

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

What district strategy does this Site Improvement Objective support?

☒ Quality Education

☒ Communications/Partnerships

☐ Stewardship

☒ Curricular Outcomes

☐ Climate

☒ Diversity

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

NORTHFIELD PUBLIC SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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

NORTHFIELD PUBLIC SCHOOLS

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

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

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

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

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

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

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

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

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

NORTHFIELD PUBLIC SCHOOLS

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

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

READING PLC SMART AND BUILDING GOALS 2013-2014

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

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

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

Action Plan Details for Site Improvement Objective #1							
Task No.	Tasks to be Completed	Time Lines		Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
		Begin Date	End Date				
1	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.	Sept. 2013	Ongoing	Classroom Teachers, RtI Coach, Academic Support Staff (Title 1, Read 180, EL, SPED)		Benchmarking periods are: Sept, Jan. and May Progress Monitoring is done bi-weekly all year MCA: April, 2014	MAP, MCA, DIBELS, BAS
2	Continue to use the <u>Reader's Workshop Model</u> for Core Reading Instruction and offer a <u>Balanced Literacy</u> approach as a means to teach students at their instructional level and differentiate as needed.	Sept. 2013	Ongoing	Classroom Teachers, RtI Coach, Academic Support Staff (Title 1, Read 180, EL, SPED)		Benchmarking periods are: Sept, Jan. and May Progress Monitoring is done bi-weekly all year MCA: April, 2014	MAP, MCA, DIBELS, BAS
3	Use the <u>optimal learning model</u> to	Sept. 2013	Ongoing	Classroom Teachers, RtI		Daily	Formative Assessments

NORTHFIELD PUBLIC SCHOOLS

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

NORTHFIELD PUBLIC SCHOOLS

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

NORTHFIELD PUBLIC SCHOOLS

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

NORTHFIELD PUBLIC SCHOOLS

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

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

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

Site Improvement Objective #2

State the Site Improvement Objective:

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

This Site Improvement Objective is: ☐ New ☒ Continuing

This Site Improvement Objective is intended for:

☐ 1 year ☒ 2 years ☐ 3 years

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

What district strategy does this Site Improvement Objective support?

☒ Quality Education

☒ Communications/Partnerships

☐ Stewardship

☒ Curricular Outcomes

☐ Climate

☒ Diversity

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

NORTHFIELD PUBLIC SCHOOLS

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

Difference 2012-2013
-7.39
Index for 10% Reduc.
64.28
3.97
Points
Needed

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

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

Difference 2012-2013
-8.90
Index for 10% Reduc.
72.90
3.01
Points
Needed

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

Legend

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

Difference 2012-2013
-13.67
Index for 10% Reduc.
34.28
7.30
Points
Needed

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

NORTHFIELD PUBLIC SCHOOLS

GVP	Grades 3-5 Math MCA 2012	# of Students	% Proficient	# Proficient
FRPL	3	11	45.5	5
White	4	11	54.5	6
	5	14	64.3	9
		36		20
	PERCENT PROFICIENT =	55.6		
STATE	Grades 3-5 Math MCA 2012	# of Students	% Proficient	# Proficient
FRPL	3	12280	72.1	8854
White	4	11948	67.6	8077
	5	11778	54	6360
		36006		23291
	PERCENT PROFICIENT =	64.7		
	GAP	-9.1		

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

7.50
Points
Needed

GVP	Grades 3-5 Math MCA 2013	# of Students	% Proficient	# Proficient
FRPL	3	10	30	3
White	4	11	18.2	2
	5	11	27.3	3
		32		8
	PERCENT PROFICIENT =	25.0		
STATE	Grades 3-5 Math MCA 2013	# of Students	% Proficient	# Proficient
FRPL	3	12152	65.9	8008
White	4	11838	65.1	7707
	5	11242	50.5	5677
		35232		21392
	PERCENT PROFICIENT =	60.7		
	GAP	-35.7		

GVP	Grades 3-5 Math MCA 2012	# of Students	% Proficient	# Proficient
FRPL	3	21	33.3	7
HISP	4	19	47.4	9
	5	17	29.4	5
		57		21
	PERCENT PROFICIENT =	36.8		
STATE	Grades 3-5 Math MCA 2012	# of Students	% Proficient	# Proficient
FRPL	3	3818	48.5	1852
HISP	4	3779	44.8	1693
	5	3577	32.8	1173
		11174		4718
	PERCENT PROFICIENT =	42.2		
	GAP	-5.4		

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

7.14
Points
Needed

GVP	Grades 3-5 Math MCA 2013	# of Students	% Proficient	# Proficient
FRPL	3	19	31.6	6
HISP	4	20	25	5
	5	17	29.4	5
		56		16
	PERCENT PROFICIENT =	28.6		
STATE	Grades 3-5 Math MCA 2013	# of Students	% Proficient	# Proficient
FRPL	3	4352	41.8	1819
HISP	4	3892	43	1674
	5	3655	31.2	1140
		11899		4633
	PERCENT PROFICIENT =	38.9		
	GAP	-10.4		

Legend

GVP	Grades 3-5 Math MCA 2012	# of Students	% Proficient	# Proficient
FRPL	3	15	33.3	5
EL	4	15	40	6
	5	15	33.3	5
		45		16
	PERCENT PROFICIENT =	35.5		
STATE	Grades 3-5 Math MCA 2012	# of Students	% Proficient	# Proficient
FRPL	3	5688	43.8	2491
EL	4	5390	41.4	2231
	5	4690	26.2	1229
		15768		5952
	PERCENT PROFICIENT =	37.7		
	GAP	-2.2		

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

8.00
Points
Needed

GVP	Grades 3-5 Math MCA 2013	# of Students	% Proficient	# Proficient
FRPL	3	17	17.6	3
EL	4	15	20	3
	5	13	23.1	3
		45		9.00
	PERCENT PROFICIENT =	20.0		
STATE	Grades 3-5 Math MCA 2013	# of Students	% Proficient	# Proficient
FRPL	3	6205	37.3	2314
EL	4	5023	36.4	1828
	5	4654	23.6	1098
		15882		5241.18
	PERCENT PROFICIENT =	33.0		
	GAP	-13.0		

GVP	Grades 3-5 Math MCA 2012	# of Students	% Proficient	# Proficient
FRPL	3	15	33.3	5
EL	4	15	40	6
HISP	5	15	33.3	5
		45		16
	PERCENT PROFICIENT =	35.5		
STATE	Grades 3-5 Math MCA 2012	# of Students	% Proficient	# Proficient
FRPL	3	2488	40.5	1008
EL	4	2385	36	859
HISP	5	2047	21.1	432
		6920		2298
	PERCENT PROFICIENT =	33.2		
	GAP	2.3		

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

7.91
Points
Needed

GVP	Grades 3-5 Math MCA 2013	# of Students	% Proficient	# Proficient
FRPL	3	16	18.8	3
EL	4	14	21.4	3
HISP	5	13	23.1	3
		43		9
	PERCENT PROFICIENT =	20.9		
STATE	Grades 3-5 Math MCA 2013	# of Students	% Proficient	# Proficient
FRPL	3	2788	34.2	953
EL	4	2208	33.2	733
HISP	5	2021	21.6	437
		7017		2123
	PERCENT PROFICIENT =	30.3		
	GAP	-9.3		

NORTHFIELD PUBLIC SCHOOLS

Student Achievement Goal #2: What key measurable performance indicators/performance targets will point to success at year-end review?

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

MATH PLC SMART AND BUILDING GOALS 2013-2014

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

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

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

Action Plan Details for Site Improvement Objective #2							
Task No.	Tasks to be Completed	Time Lines		Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
		Begin Date	End Date				
1	Implement new <i>Everyday Math</i> resource (updated to reflect the <i>Common Core math standards</i>) for core math instruction.	Sep. 2013	Ongoing	Classroom Teachers			Unit Assessments, DIBELS Math, MAP, MCA
2	Implement <i>Xtra Math</i> , a web-based fact fluency program, to support the acquisition of basic math facts.	Sep. 2013	Ongoing	Classroom Teachers			Unit Assessments, DIBELS Math, MAP, MCA
3	Increase number of minutes of math instruction from 60-75 minutes to 90 minutes at least 4 days a week.	Sep. 2013	Ongoing	Classroom Teachers			Unit Assessments, DIBELS Math, MAP, MCA
4	Implement <i>DIBELS Math</i> assessment system to benchmark all students (3 times a year) and progress monitor students	Sep. 2013	Ongoing	Classroom Teachers, SpEd Teachers, EAs, RtI Coach			DIBELS Math Data

NORTHFIELD PUBLIC SCHOOLS

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

NORTHFIELD PUBLIC SCHOOLS

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

NORTHFIELD PUBLIC SCHOOLS

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

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

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

Site Improvement Objective #3

State the Site Improvement Objective:

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

This Site Improvement Objective is: ☐ New ☒ Continuing

This Site Improvement Objective is intended for:

☐ 1 year ☐ 2 years ☒ 3 years

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

What district strategy does this Site Improvement Objective support?

☒ Quality Education ☒ Communications/Partnerships
☐ Stewardship ☒ Curricular Outcomes
☒ Climate ☒ Diversity

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

See baseline results in

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

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

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

NORTHFIELD PUBLIC SCHOOLS

CLIMATE BUILDING GOALS 2013-2014

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

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

2012-2013 FIX IT AND BOTTOM LINE DATA

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

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

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

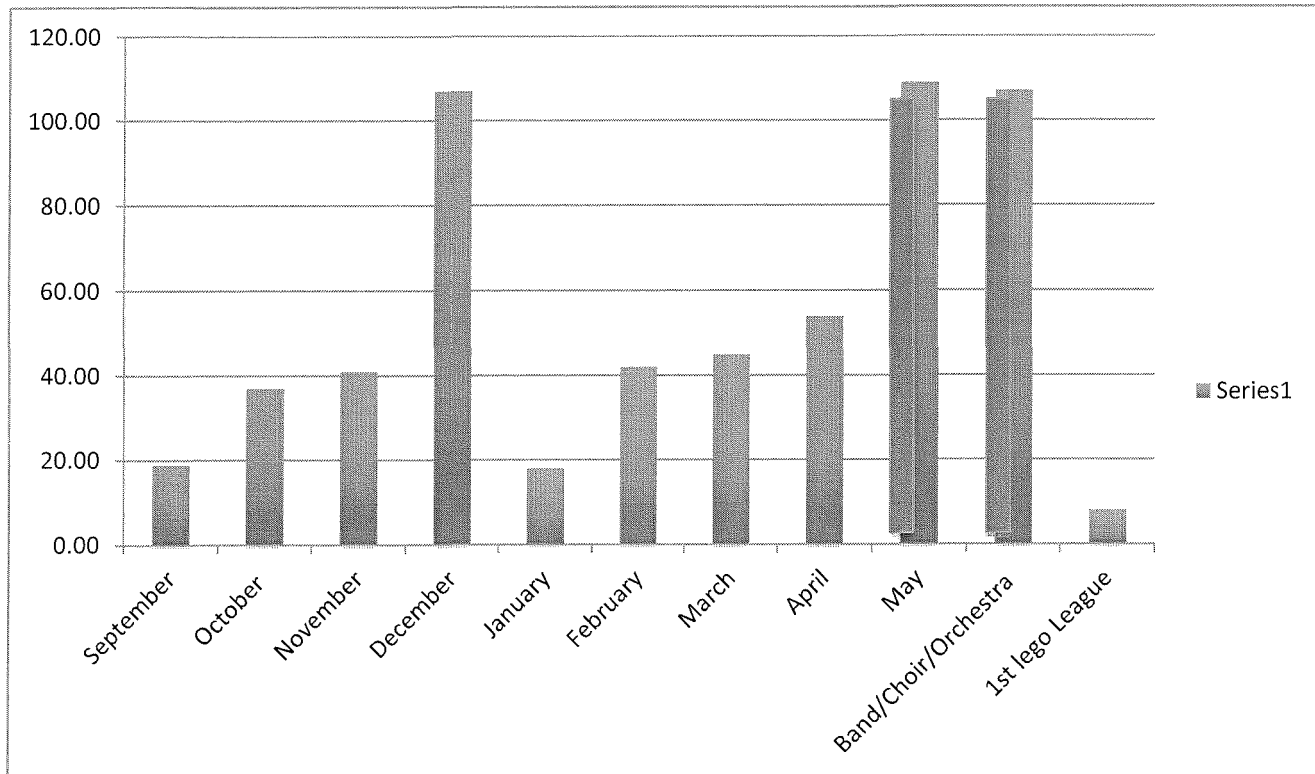
	Strongly	Disagree	Agree	Strongly			
16. Students show respect for other students.	1.3% (1)	14.5% (11)	47.4% (36)	34.2% (26)	2.6% (2)	3.18	76

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

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

NORTHFIELD PUBLIC SCHOOLS

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



NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

Action Plan Details for Site Improvement Objective #3							
Task No.	Tasks to be Completed	Time Lines		Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
		Begin Date	End Date				
1	Parent Involvement Recruit Parent Volunteers	9-4-12	6-6-14	Parent Liaisons	Time	Bi-Monthly with Principal	Blue Volunteer Form, Spreadsheet
2	Parent Involvement Track parent involvement in order to determine the level of involvement	9-4-12	6-6-14	Dave Craft Parent Liaisons		Each Event	Participation Forms RSVP's, Attendance Counts
3	Parent Involvement Track student involvement in leadership and performance in order to determine the level of participation	9-4-12	6-6-14	Dave Craft Parent Liaisons		Each Event	Participation Forms RSVP's, Attendance Counts
4	Parent Information Parent Conference Information Stations	Nov 2012	Mar 2014	Parent Liaisons	Time Reserve Space	TBN	Attendance Counts
5	Parent information Monthly Parent News from Parent Liaisons	9-4-12	6-6-14	Parent Liaisons	Time	Monthly	Each Newsletter
6	Parent information	9-4-12	6-6-14	Principal	Time	Bimonthly	Each

NORTHFIELD PUBLIC SCHOOLS

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

NORTHFIELD PUBLIC SCHOOLS

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

NORTHFIELD PUBLIC SCHOOLS

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

NORTHFIELD PUBLIC SCHOOLS

2012-2013 Site Progress Report

2013-2014 Continuous Improvement Plan

2013-2014 Building Staff Development Plan

November 5, 2013

NORTHFIELD PUBLIC SCHOOLS

District 659 Mission: Why we exist

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

Submit to the Superintendent by November 11, 2013:

For 2012-2013: Site Progress Report

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

SITE: *Area Learning Center (ALC)*

PLAN YEAR: *2013-14*

SITE IMPROVEMENT TEAM MEMBERS:

<i>Geri Schlecht</i>	<i>Darcy Seurer</i>
<i>Geoff Staab</i>	<i>Renee Burnham</i>
<i>Amy Moeller</i>	<i>Sherri Goehring</i>
<i>Cheryl Mathison</i>	<i>Mary Harrity-Davidson</i>

**Reviewed by
Staff:**

**Signature
Date**

D. Seurer
11/5/13

**Final Approval by
Site Improvement Team:**

**Signature
Date**

D. Kehl
11/5/13

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

**Signature
Date**

[Signature]
11/11/13

NORTHFIELD PUBLIC SCHOOLS

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

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

This Site Improvement Objective is: ☐ New ☒ Continuing

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

Which action plan steps were completed?

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

Which of these steps were especially powerful?

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

Which of these steps were not completed?

All steps were completed.

Provide evidence that your objective was achieved or not achieved.

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

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

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

NORTHFIELD PUBLIC SCHOOLS

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

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

This Site Improvement Objective is: ☒ New ☐ Continuing

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

Which action plan steps were completed?

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

Which of these steps were especially powerful?

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

Which of these steps were not completed?

All steps were completed.

Provide evidence that your objective was achieved or not achieved.

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

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

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

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

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

VISION: What we hope to become

Building Vision Statement:

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

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

Building Statement of Collective Commitments:

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

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

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

We will work collaboratively in developing instructional strategies.

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

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

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

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

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

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

Site Improvement Objective #1

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

This Site Improvement Objective is: ☐ New ☒ Continuing

This Site Improvement Objective is intended for:

☐ 1 year ☐ 2 years ☒ 3 years

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

What district strategy does this Site Improvement Objective support?

☒ Quality Education

☒ Communications/Partnerships

☒ Stewardship

☒ Curricular Outcomes

☐ Climate

☐ Diversity

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

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

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

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

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

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

Action Plan Details for Site Improvement Objective #1							
Task No.	Tasks to be Completed	Time Lines		Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
		Begin Date	End Date				
1	Collect and review current attendance %	11/1/13	6/1/14	ALC Staff	Time	End of each grading period	Data from Skyward
2	Weekly PLC meetings to discuss interventions	11/1/13	6/1/14	ALC Staff	PLC time	Weekly	Data Collection and manipulation
3	Staff meeting reviews and discussions	11/1/13	6/1/14	ALC Staff	Time	Weekly	Data analysis

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

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

Site Improvement Objective #2

State the Site Improvement Objective: *Increase academic performance of all ALC students.*

This Site Improvement Objective is: ☐ New ☒ Continuing

This Site Improvement Objective is intended for:

☐ 1 year ☐ 2 years ☒ 3 years

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

What district strategy does this Site Improvement Objective support?

☒ Quality Education

☐ Communications/Partnerships

☐ Stewardship

☒ Curricular Outcomes

☒ Climate

☐ Diversity

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

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

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

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

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

NORTHFIELD PUBLIC SCHOOLS

2013-2014 Site Continuous Improvement Plan

Action Plan Details for Site Improvement Objective #2							
Task No.	Tasks to be Completed	Time Lines		Assigned to	Resources Reallocated Time/\$/Materials	Monitoring Dates	Monitoring Indicators
		Begin Date	End Date				
1	<i>Data collection and analysis</i>	11/1/13	6/1/14	ALC Staff	Time	ongoing	Data from Skyward
2	<i>PLC discussions of interventions</i>	11/1/13	6/1/14	ALC Staff	Time	weekly	Data from Skyward
3	<i>Staff meeting updates</i>	11/1/13	6/1/14	ALC Staff	Time	weekly	Data from Skyward
4	<i>Attend Professional Development opportunities</i>	11/4/13	6/1/14	ALC Staff	Time/Staff Dev \$	11/4, 2/19, 2/20, 2/21	Materials/Resources collected

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

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

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

School: *Northfield Area Learning Center*

Submitted by: *Daryl Kehler*

Date: *11/5/13*

Total number of licensed instructional staff: *10*

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

Total number of paraprofessional staff: *2*

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

I. SITE IMPROVEMENT OBJECTIVES AND STUDENT ACHIEVEMENT GOALS

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

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

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

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

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

- ☐ 1. We will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the 'cradle to career' continuum.
- ☒ 2. Students, teachers, and parents will collaborate by using a broad range of student information to select individual approaches for personal growth aligned with student strengths and challenges.
- ☐ 3. The District will continue implementation of a system of academic and behavioral interventions (RtI) at the elementary level and begin implementing that system at the secondary level in 2013-2014.
- ☐ 4. The District will implement standards-based grading strategies and procedures at the elementary level and continue studying standards-based grading at the secondary level in 2013-14.
- ☐ 5. The District will provide curricular and staff development support in the implementation of the tablet initiative using the Substitution, Augmentation, Modification, and Redefinition (SAMR) model.
- ☒ 6. The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility, and self-regulation.
- ☒ 7. The District will foster school connectedness among students, families and staff, promoting mutual respect and enhancing emotional health.
- ☐ Not applicable

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

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

NORTHFIELD PUBLIC SCHOOLS

content area.

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

☐ Not applicable

Building Staff Development Plan: 2013-2014

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

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

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

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

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

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

- ☒ 1. We will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the 'cradle to career' continuum.
- ☒ 2. Students, teachers, and parents will collaborate by using a broad range of student information to select individual approaches for personal growth aligned with student strengths and challenges.
- ☐ 3. The District will continue implementation of a system of academic and behavioral interventions (RtI) at the elementary level and begin implementing that system at the secondary level in 2013-2014.
- ☐ 4. The District will implement standards-based grading strategies and procedures at the elementary level and continue studying standards-based grading at the secondary level in 2013-14.
- ☐ 5. The District will provide curricular and staff development support in the implementation of the tablet initiative using the Substitution, Augmentation, Modification, and Redefinition (SAMR) model.
- ☒ 6. The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility, and self-regulation.
- ☒ 7. The District will foster school connectedness among students, families and staff, promoting mutual respect and enhancing emotional health.

NORTHFIELD PUBLIC SCHOOLS

☐ Not applicable

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

- ☒ 1. Support and guide the implementation of the district's curriculum frameworks for each content area.
- ☒ 2. Support and guide the implementation of the concepts and practices essential to Professional Learning Communities (PLCs).

☐ Not applicable

Building Staff Development Plan: 2013-2014

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

Site Improvement Objective #3:

Student Achievement Goal #3:

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

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

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

- ☐ 1. We will partner with community agencies that serve students by providing meaningful data support emphasizing key transitions young people make on the 'cradle to career' continuum.
- ☐ 2. Students, teachers, and parents will collaborate by using a broad range of student information to select individual approaches for personal growth aligned with student strengths and challenges.
- ☐ 3. The District will continue implementation of a system of academic and behavioral interventions (RtI) at the elementary level and begin implementing that system at the secondary level in 2013-2014.
- ☐ 4. The District will implement standards-based grading strategies and procedures at the elementary level and continue studying standards-based grading at the secondary level in 2013-14.
- ☐ 5. The District will provide curricular and staff development support in the implementation of the tablet initiative using the Substitution, Augmentation, Modification, and Redefinition (SAMR) model.
- ☐ 6. The District will establish specific behavioral expectations, train staff, and teach pro-social behaviors to all students that promote respect, responsibility, and self-regulation.
- ☐ 7. The District will foster school connectedness among students, families and staff, promoting mutual respect and enhancing emotional health.

NORTHFIELD PUBLIC SCHOOLS

☐ Not applicable

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

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

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

☐ Not applicable

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES

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

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

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

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

1. Primary Focus of Learning Team

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

2. Student Data Examined for Decisions

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

3. Teacher Supports

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

4. Curriculum Strategies

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

5. Other:

High Quality Components – This activity will:

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

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

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

Detailed summary of staff development activities planned: *Building planning, review data from previous year as well as Site Improvement Plan.*

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

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

1. Primary Focus of Learning Team

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

2. Student Data Examined for Decisions

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

3. Teacher Supports

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

4. Curriculum Strategies

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

5. Other:

High Quality Components – This activity will:

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

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

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

Detailed summary of staff development activities planned: *Intruder training and Odysseyware presentation*

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

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

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

1. Primary Focus of Learning Team

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

2. Student Data Examined for Decisions

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

3. Teacher Supports

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

4. Curriculum Strategies

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

5. Other:

High Quality Components – This activity will:

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

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

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

Detailed summary of staff development activities planned: *Review strategies investigated in regards to attendance and credit completion.*

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

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

1. Primary Focus of Learning Team

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

2. Student Data Examined for Decisions

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

3. Teacher Supports

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

4. Curriculum Strategies

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

5. Other:

High Quality Components – This activity will:

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

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

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

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

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

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

1. Primary Focus of Learning Team

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

2. Student Data Examined for Decisions

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

3. Teacher Supports

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

4. Curriculum Strategies

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

5. Other:

High Quality Components – This activity will:

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

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

II. BUILDING STAFF DEVELOPMENT ACTIVITIES (continued)

Building Staff Development Opportunity #6: MAAP Conference

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

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

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

1. Primary Focus of Learning Team

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

2. Student Data Examined for Decisions

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

3. Teacher Supports

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

4. Curriculum Strategies

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

5. Other:

High Quality Components – This activity will:

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

NORTHFIELD PUBLIC SCHOOLS

Building Staff Development Plan: 2013-2014

III. EVALUATION

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

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

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

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

Date Received by DCSDC:

Date Approved by DCSDC:

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

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

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

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

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

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

NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

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

TERMS

Donor

By:

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

INDEPENDENT SCHOOL DISTRICT No. 659

By:

Clerk

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

I recommend for hire all individuals listed below:

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

NORTHFIELD PUBLIC SCHOOLS

SENIORITY LIST

2013-14 SCHOOL YEAR

Preliminary Issued November 15, 2013

Prepared and Distributed by Human Resources Office

I

N

D

E

X

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

I

N

D

E

X

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

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

2013-14 Teacher Seniority Report

[illegible]

NORTHFIELD PUBLIC SCHOOLS

PRINCIPALS' & ASSISTANT PRINCIPALS' SENIORITY LIST

2013-14 SCHOOL YEAR

Preliminary Issued: November 14, 2013

Prepared and Distributed by Human Resources Office

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

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

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

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

12/2/2013

Northfield Public Schools Enrollment Report

				<u>Sibley</u>			
<u>Longfellow</u>				Grade	Teacher		
<u>Early Childhood</u>				K	Erickson	22	
	Auge	2		K	Otte	22	
	Dop	16		K	Wacholz AM	16	
	Dybvik	6		K	Wacholz PM	16	
	James	6		1	Day Treatment	1	
	Kruse	11		1	Heil	27	
	Patterson			1	Sasse	28	C
	Schnorr	7		1	Sieger	26	
	Sorenson	10		1	Swenson	26	
	Webster	4		2	Pfefferle	23	
**	TOTAL	62		2	Schuerman	27	C
				2	Seeberg	24	
				2	Witt	25	
				3	Guggisberg	22	
				3	Jandro	23	
				3	Johnson	19	C
				3	Spitzack	22	
				4	Fox	25	
				4	Haar	25	
				4	McManus	25	C
				4	Vivito	26	
				5	Baragary	30	
				5	Day	29	
				5	Foley	27	
				5	Ostermann	25	C
					TOTAL	581	
<u>Greenvale Park</u>				<u>Bridgewater</u>			
K	Flicek	22		K	Cade-AM	15	
K	Hagberg	21		K	Danielson	21	
K	Malecha AM	23		K	Tran	20	
K	Ziemann/Morales	16	C	K	Wisdorf AM	15	
1	Bakke	26	C	K	Wisdorf PM	10	
1	Jessen	20		1	Day Treatment	1	
1	Youngblut	21		1	Johnson	26	
1	Zach	21		1	Lane	26	
2	Amundson	25	C	1	Rathbun	26	
2	Dueffert	20		1	Seifert	28	C
2	Larson	18		2	Born	25	C
2	Lindholm	20		2	Day Treatment	1	
3	Nelson	22		2	Downs	19	
3	Ryan	22		2	Lofquist	18	
3	Trelstad	23	C	2	Schwaab	20	
4	Bulfer	19		3	Larson	26	C
4	Garcia	23	C	3	Sickler	26	
4	Johnson	19		3	Temple	26	
4	Seidl	17		3	Truman	27	
5	Harding	15	C	4	Danielson	25	
5	Sickler	24		4	Holden	25	
5	Swanson	23		4	Schuster	24	C
5	Tacheny	18	C	4	Swenson	25	
	TOTAL	478		5	Anderson	16	C
				5	Duchene	28	
				5	Kohl	18	C
				5	Rauk	27	
					TOTAL	564	
Early Childhood**	62			<u>Middle School</u> *28 (14) St. Dominic's students attend ½ day			
Kindergarten-2026	239			Grade 6 -2020	293		
Grade 1-2025	303			Grade 7 (*inc. 15 - 1/2 day)-2019	352.5		
Grade 2-2024	265			Grade 8 (*inc. 13 - 1/2 day)-2018	275.5		
Grade 3-2023	258			TOTAL	921		
Grade 4-2022	278			<u>High School</u>			
Grade 5-2021	280			Grade 9-2017	326		
Total K-5	1685	1685		Grade 10-2016	312		
Total Middle School	921			Grade 11-2015	297		
Total High School	1229			Grade 12-2014	294		
GRAND TOTAL	3835			TOTAL	1229		
ALC 9-12**	58	F/T=45 P/T=1 I/S=12					
GRAND TOTAL with ALC	3893						

Enrollments represent 100% enrolled except where indicated by **

Half day St. Dominic's students are represented by *

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