

NORTHFIELD PUBLIC SCHOOLS
Office of the Superintendent
Memorandum

TO: Board of Education
FROM: L. Chris Richardson, Ph.D., Superintendent
RE: Table File Items for December 9, 2013, Regular School Board Meeting

VI. Items for Discussion and / or Reports.

2. School Improvement Plan Presentations – Greenvale Park Elementary School and the Area Learning Center.

Enclosed in the table file are the power point presentations for Greenvale Park Elementary School and the Area Learning Center.

VII. Superintendent's Report

B. Items for Consent Grouping

2. Personnel Items.

a. Appointments *

5. Activity Event Workers, as listed on December 6, 2013 memo from Tom Graupmann. (Craig Johnson, Natalie Kruger, Melvin Miller, Brian Stevens and Mary Wojick)

b. Increase/Decrease/Change in Assignment

7. Lacey Neuman Bissonnette, Family School Education Assistant at the NCRC, will no longer be working in this position beginning 12/12/2013.
8. Darren Corbin, High School Weight Room Assistant for the winter season – change from 100% to 50% stipend beginning 12/6/2013 – 03/21/2014.
9. Peggy Sheehy, Education Assistant (Class I) at the NCRC for 15 hours/week, add Family School Education Assistant (Class I) at the NCRC for additional 8 hours/week (23 hours total) beginning 12/10/2013.

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

2012-13 Site Progress Report 2013-14 Continuous Improvement Plan 2013-14 Building Staff Development Plan

Northfield Area Learning Center (ALC)

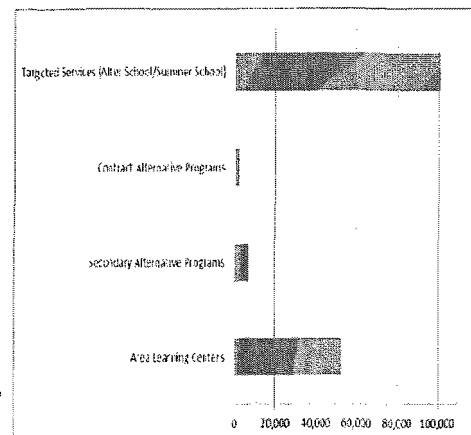
What are ALCs?

Characteristics of ALCs

- Smaller class size (5-15)
- Year round, evening classes
- Hands on, experiential approach
- Differentiated instruction
- Additional resources
 - Chemical Dependency counselor
 - Social worker
 - School Psychologist
- Relationship building; "Family-type" atmosphere
- Independent Study option

○ MN Department of Education. (2013). State Approved Alternative Programs Resource Guide. MDE website
<http://education.state.mn.us/MDE/Student/EnrollChoice/AlterLearn/index.html>

- Number of Students in State Approved Alternative Programs: 163,545 total students in Area Learning Centers, Secondary Alternative Programs, Contract Alternative Programs, Targeted Services (After School and Summer School) 2011/2012.

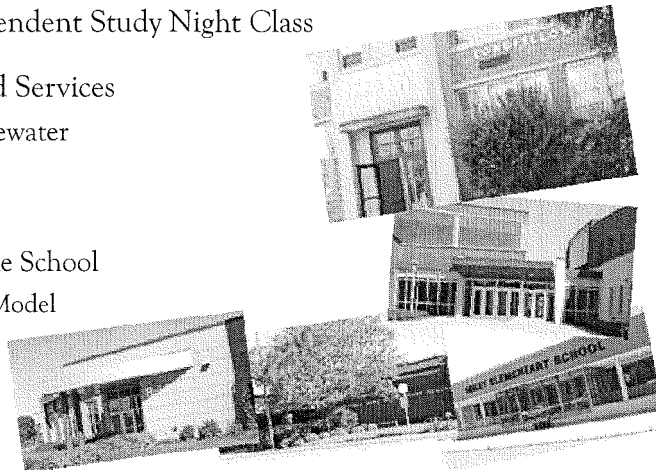


Criteria

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

Northfield ALC

- Our Enrollment
 - 46 in Day program
 - 12 in Independent Study Night Class
- 187 Targeted Services
 - 20 Bridgewater
 - 49 Sibley
 - 58 GVP
 - 60 Middle School
 - Club Model



Programming at the ALC

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

2012-13 Site Progress Report

2012-13 Site Progress Report

Goal #1

- The Northfield ALC will improve overall attendance rates of students to 90% by the end of the 2012-13 school year.
 - Researched, Collected data, Surveyed students
 - On average, our daily attendance for the 2012-13 school year was 82%.

2012-13 Site Progress Report

Goal #2

- To increase the percentage of the ALC students passing the MCA Math, Reading, and GRAD Writing tests.
 - Reading in the Content Area Workshop
 - PLC focus on vocabulary
- One 9th grade student took GRAD Writing and was not proficient, although 50% of 10th grade students were proficient on the MCA Reading test. This was an increase of 14%.
- 11th grade students declined 8% on their proficiency of the MCA Math test.
- ALC will continue to offer Read 180 and Applied Math to those students struggling in specific content areas.

2013-14 Continuous Improvement Plan

2013-14 Continuous Improvement Plan 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.
- Currently, our overall attendance percentage
 - Grading period 1 = 84.13%
 - Grading period 2 = 80.54
- 40.91% have increased their attendance percent
- Percent of students over 85%
 - Grading period 1 = 56.25%
 - Grading period 2 = 55.77%

2013-14 Continuous Improvement Plan 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.

- Currently, the percent of credits earned are as follows...
 - Grading Period 1 = 75.35%
 - Grading Period 2 = 65.87%

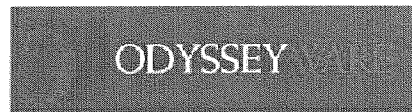
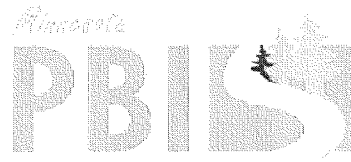
- 43.48% increased the amount of credit they earned from grading period 1 to 2.

2013-14 Building Staff Development Plan

2013-14 Building Staff Development Plan

○ How are we going to achieve our goals?

- Staff trainings
 - PBIS team
 - Odysseyware software
 - MAAP conference
- PLCs



Why are we using this approach?

- | | |
|---|---|
| <ul style="list-style-type: none"> ○ PBIS <ul style="list-style-type: none"> ○ Addresses climate to ensure a welcoming and positive educational experience ○ The PBIS model is used to help build a positive atmosphere <ul style="list-style-type: none"> ○ Research driven; at-risk youth respond better to positive environmental factor as opposed to increased regulation/consequences | <ul style="list-style-type: none"> ○ Odysseyware program <ul style="list-style-type: none"> ○ Flexibility for those that are unable to attend regularly due to outside circumstances ○ Odysseyware allows differentiated instruction and student choice <ul style="list-style-type: none"> ○ Research driven; at-risk youth respond to student choice and need individual needs met |
|---|---|

Why are we using this approach?

- MAAP conference
 - Gives teachers additional instructional strategies, differentiation techniques, and exposure to other Alternative Education concepts.
 - The MN Association of Alternative Programming conference provides networking opportunities, idea generation, additional resources, instructional strategies, and many other benefits tailored to alternative educators.
- PLCs
 - Allows collaboration of the ALC staff to identify areas of need, research, and develop action plans based on data gathered.
 - Research driven; staff collaboration to achieve goals and problem solve gets better results.
 - Data driven

PBIS

Positive Behavioral Interventions & Supports

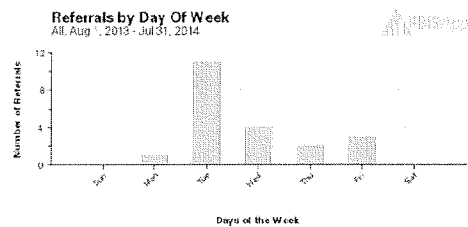
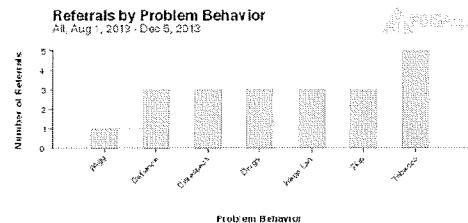
Northfield Area Learning Center's Expectations

- PBIS is being implemented to assist in creating a positive and respectful climate.

	Respect Yourself (hygiene/personal)	Respect Others	Respect Property	Respect Learning
Learning Areas Classrooms Computer Labs Gym Office Areas	Stay focused on task Shirts left tucked Phone appropriately Keep appropriate Keep attention Stay on task Follow even conduct Maintain good hygiene Maintain positive attitude Use proper language	Stay focused on task Avoid disrupting others Use task work time Check off differences Include everyone Be kind and polite Listen Use cell phone Play games only when allowed Be aware of others' opinions Follow rules of conduct Be respectful	Leave others belongings alone Take care of the school Keep things clean in the air Pick up trash Don't property use any system Keep materials clean Take care of what Push in chairs Don't bring back If you have belongings place them in the bin	Get students goals Stay focused Remember your mission Remember on task Take care of class work, time Avoid being distracted by technology If you find a learning tool Participate Ask questions Stay on task If you have belongings place them in the bin
Hallways	Don't run in hallways Use hallways properly Keep hands to self Keep hands off lockers Be nice to others	Follow rules Allow space for others Return lost items Don't talk back Be kind to others	Keep materials clean Pick up & dispose trash properly Keep hallways free of graffiti Clean up after yourself If you see something on the wall Report it to the staff	Be considerate of the learning going on in the hallway If you see something hanging down from the ceiling, please report it to the staff If you see something hanging down from the ceiling, please report it to the staff
Lunch Room Gym	Minimize paper and Take your time Clean yourself Use hand sanitizer Stay on task Keep area clean Use proper language	Follow the speaker If you see a lost item Report it to the staff Don't talk back Be kind to others Follow rules	Leave off what you have Don't bring back the trash Clean up after yourself If you see something on the wall Report it to the staff	Be kind Don't talk back If you see something hanging down from the ceiling, please report it to the staff If you see something hanging down from the ceiling, please report it to the staff
Bus	Stay on task Follow safety rules Keep hands to self Keep area clean Use proper language	Be respectful of others Minimize paper and Take your time Clean yourself Use hand sanitizer Stay on task Keep area clean Use proper language	Keep materials clean Pick up & dispose trash properly Keep hallways free of graffiti Clean up after yourself If you see something on the wall Report it to the staff	Be kind Don't talk back If you see something hanging down from the ceiling, please report it to the staff If you see something hanging down from the ceiling, please report it to the staff
Restrooms	Stay on task Follow safety rules Keep hands to self Keep area clean Use proper language	Be respectful of others Minimize paper and Take your time Clean yourself Use hand sanitizer Stay on task Keep area clean Use proper language	Keep materials clean Pick up & dispose trash properly Keep hallways free of graffiti Clean up after yourself If you see something on the wall Report it to the staff	Be kind Don't talk back If you see something hanging down from the ceiling, please report it to the staff If you see something hanging down from the ceiling, please report it to the staff
School Grounds Surrounding neighborhood	Stay on task Follow safety rules Keep hands to self Keep area clean Use proper language	Be respectful of others Minimize paper and Take your time Clean yourself Use hand sanitizer Stay on task Keep area clean Use proper language	Keep materials clean Pick up & dispose trash properly Keep hallways free of graffiti Clean up after yourself If you see something on the wall Report it to the staff	Be kind Don't talk back If you see something hanging down from the ceiling, please report it to the staff If you see something hanging down from the ceiling, please report it to the staff
Community Service Learning Volunteering Field Trips	Stay on task Follow safety rules Keep hands to self Keep area clean Use proper language	Be respectful of others Minimize paper and Take your time Clean yourself Use hand sanitizer Stay on task Keep area clean Use proper language	Keep materials clean Pick up & dispose trash properly Keep hallways free of graffiti Clean up after yourself If you see something on the wall Report it to the staff	Be kind Don't talk back If you see something hanging down from the ceiling, please report it to the staff If you see something hanging down from the ceiling, please report it to the staff

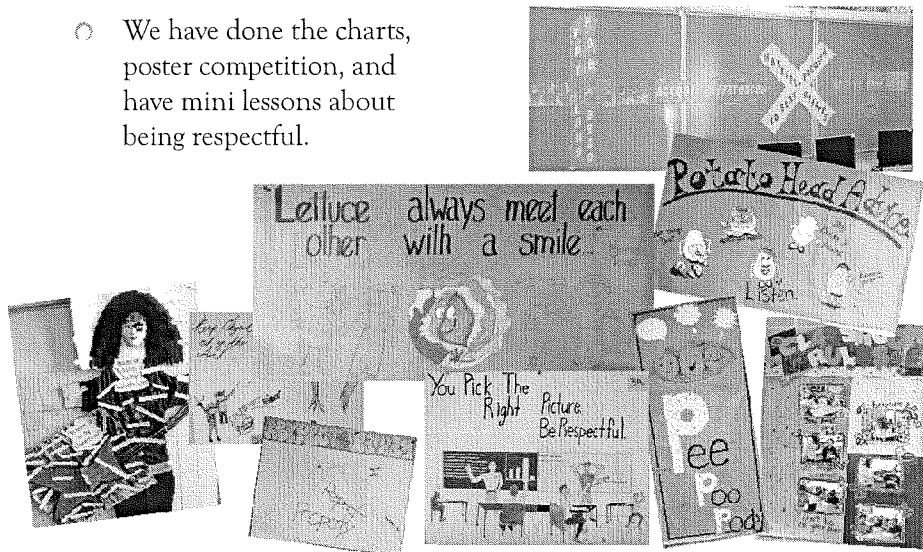
PBIS

- We are gathering data through the SWIS program to help target what the behaviors are, when and where they are happening, and other topics so we know how to address the issues.
- So far we have had 21 referrals



PBIS

- We have done the charts, poster competition, and have mini lessons about being respectful.



Odysseyware

- Odysseyware is an online program that has a variety of courses that are integrated with the MN Standards.
- The ALC will be utilizing this for IS, Credit recovery, and other areas where flexibility is needed.

The screenshot displays the Odysseyware online curriculum interface. It features a grid of course options, each with a title, description, and a small icon. The courses are organized into sections, including:

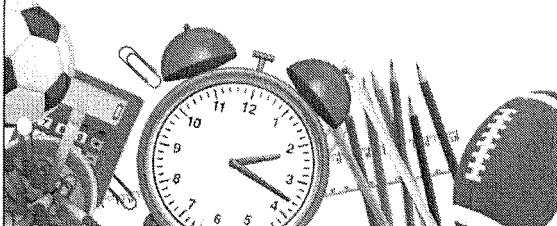
- ONLINE CURRICULUM FOR THE DIGITAL AGE**
- Administrative & Management**
- Business & Finance**
- Health & Human Services**
- Information Technology**
- Mathematics**
- Science**
- Social Studies**
- Visual Arts**
- Writing & Language Arts**

Each course entry includes a brief description and a small icon representing the course content.

Questions?

Greenvale Park
Board of Education Presentation
2013-2014

School Improvement Plan

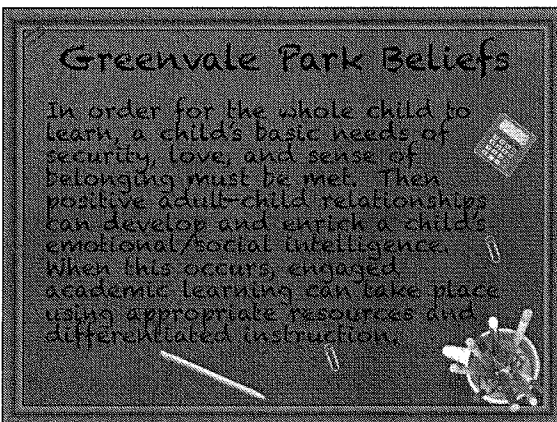


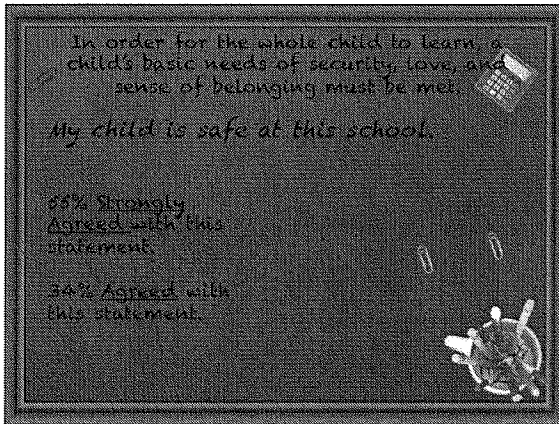
- ☒ Greenvale Park Beliefs and Long Range Planning 2012-2013
- ☒ Review of Goal Setting and Implications 2012-2013
- ☒ Climate Goals and Action Steps 2013-2014
- ☒ Math Goals and Action Steps 2013-2014
- ☒ Reading Goals and Action Steps 2013-2014

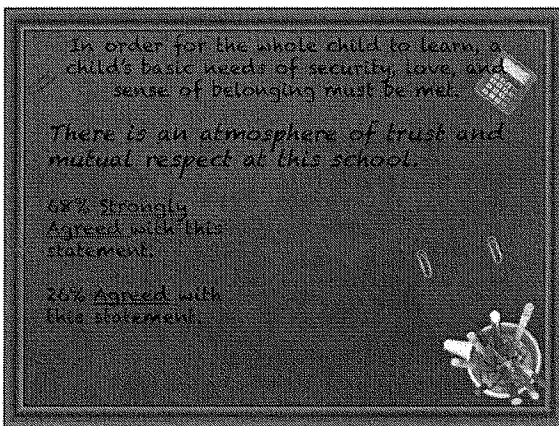
GREENVALE PARK SCHOOL IMPROVEMENT PLAN

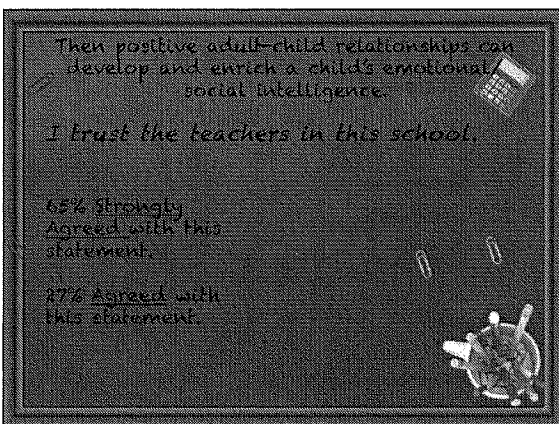
Greenvale Park Beliefs

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.










Then positive adult-child relationships can develop and enrich a child's emotional/social intelligence.

I feel welcome and respected at this school.

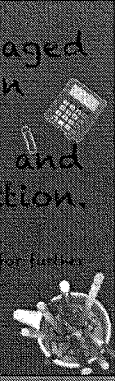
84% Strongly Agreed with this statement.

15% Agreed with this statement.

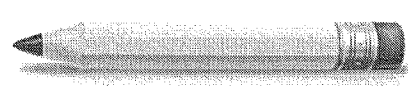


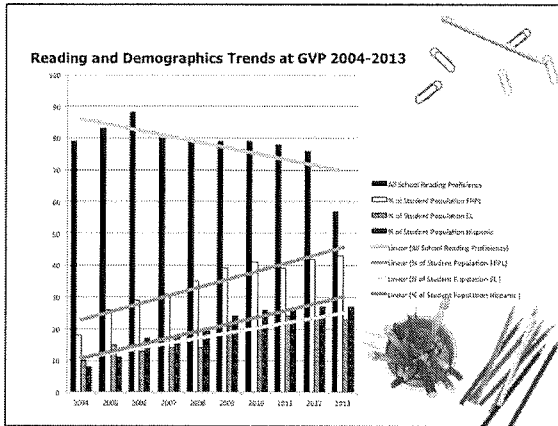
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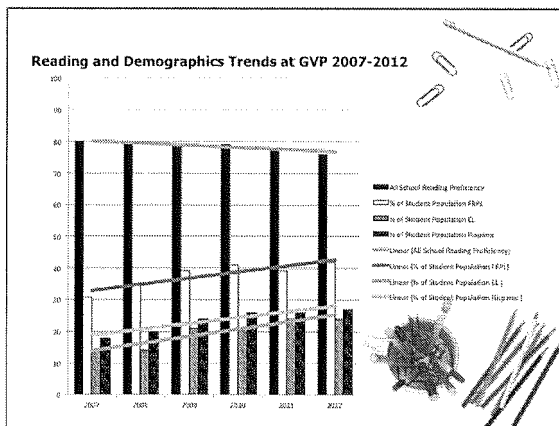
See Table #16, "Task Force Recommendations" for further development in the 3-5 year plan.

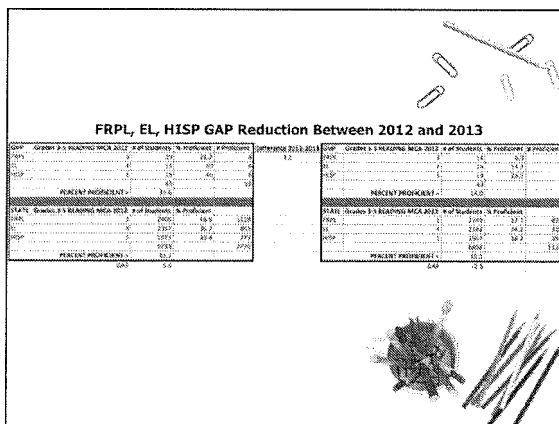


Data Trends









FRPL, EL GAP Reduction Between 2012 and 2013

2012 - Grades 3-5 READING MECA 2012 - # of Students - % Proficient - # Proficient				Difference 2012-2013			
FRPL	1	23	36.7	9			
EL	1	15	40	1			
PERCENT PROFICIENT			40				
2013 - Grades 3-5 READING MECA 2013 - # of Students - % Proficient - # Proficient				2013 - Grades 3-5 READING MECA 2013 - # of Students - % Proficient - # Proficient			
FRPL	1	23	36.7	9			
EL	1	15	40	1			
PERCENT PROFICIENT			40				
2012 - Grades 3-5 READING MECA 2012 - # of Students - % Proficient - # Proficient				2013 - Grades 3-5 READING MECA 2013 - # of Students - % Proficient - # Proficient			
FRPL	1	23	36.7	9			
EL	1	15	40	1			
PERCENT PROFICIENT			40				
GAP				GAP			
-7.7				-8.3			

FRPL, White GAP Reduction Between 2012 and 2013

2012 - Grades 3-5 READING MECA 2012 - # of Students - % Proficient - # Proficient				Difference 2012-2013			
FRPL	1	17	58.8	1			
White	1	14	64.3	3			
PERCENT PROFICIENT			64.3				
2013 - Grades 3-5 READING MECA 2013 - # of Students - % Proficient - # Proficient				2013 - Grades 3-5 READING MECA 2013 - # of Students - % Proficient - # Proficient			
FRPL	1	17	58.8	1			
White	1	14	64.3	3			
PERCENT PROFICIENT			64.3				
2012 - Grades 3-5 READING MECA 2012 - # of Students - % Proficient - # Proficient				2013 - Grades 3-5 READING MECA 2013 - # of Students - % Proficient - # Proficient			
FRPL	1	17	58.8	1			
White	1	14	64.3	3			
PERCENT PROFICIENT			64.3				
GAP				GAP			
-10.9				-10.9			

FRPL, EL, HISP GAP Reduction Between 2012 and 2013

2012 - Grades 3-5 READING MECA 2012 - # of Students - % Proficient - # Proficient				Difference 2012-2013			
FRPL	1	15	53.3	1			
EL	1	15	40	1			
HISP	1	15	53.3	1			
PERCENT PROFICIENT			53.3				
2013 - Grades 3-5 READING MECA 2013 - # of Students - % Proficient - # Proficient				2013 - Grades 3-5 READING MECA 2013 - # of Students - % Proficient - # Proficient			
FRPL	1	15	53.3	1			
EL	1	15	40	1			
HISP	1	15	53.3	1			
PERCENT PROFICIENT			53.3				
2012 - Grades 3-5 READING MECA 2012 - # of Students - % Proficient - # Proficient				2013 - Grades 3-5 READING MECA 2013 - # of Students - % Proficient - # Proficient			
FRPL	1	15	53.3	1			
EL	1	15	40	1			
HISP	1	15	53.3	1			
PERCENT PROFICIENT			53.3				
GAP				GAP			
-7.7				-8.3			




FRPL, EL GAP Reduction Between 2012 and 2013


COP - Grades 3-5 Math NCE 2012 - # of Students - % Proficient - # Proficient					Difference 2012-2013				
State	8	12	11.1	1	10.9	0	0	0	0
Math	4	10	25.0	1	25.0	0	0	0	0
EL	4	10	25.0	1	25.0	0	0	0	0
PERCENT PROFICIENT = 25.0					PERCENT PROFICIENT = 25.0				
STATE - Grades 3-5 Math NCE 2013 - # of Students - % Proficient					STATE - Grades 3-5 Math NCE 2013 - # of Students - % Proficient				
State	8	12	11.1	1	10.9	0	0	0	0
Math	4	10	25.0	1	25.0	0	0	0	0
EL	4	10	25.0	1	25.0	0	0	0	0
PERCENT PROFICIENT = 25.0					PERCENT PROFICIENT = 25.0				
GAP = 0.0					GAP = 0.0				

FRPL, White GAP Reduction Between 2012 and 2013


COP - Grades 3-5 Math NCE 2012 - # of Students - % Proficient - # Proficient					Difference 2012-2013				
State	8	12	11.1	1	10.9	0	0	0	0
Math	4	10	25.0	1	25.0	0	0	0	0
White	4	10	25.0	1	25.0	0	0	0	0
PERCENT PROFICIENT = 25.0					PERCENT PROFICIENT = 25.0				
STATE - Grades 3-5 Math NCE 2013 - # of Students - % Proficient					STATE - Grades 3-5 Math NCE 2013 - # of Students - % Proficient				
State	8	12	11.1	1	10.9	0	0	0	0
Math	4	10	25.0	1	25.0	0	0	0	0
White	4	10	25.0	1	25.0	0	0	0	0
PERCENT PROFICIENT = 25.0					PERCENT PROFICIENT = 25.0				
GAP = 0.0					GAP = 0.0				

Review of Goal Setting 2012-2013


		
Reading	Math	Climate




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.




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.



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.




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.




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.


GYP REVIEW OF READING GOALS, 2012-2013




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




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.



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.




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.

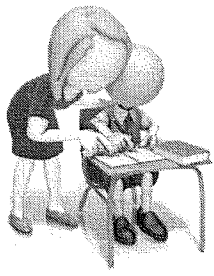


Seventy-two percent of all students in grades 3-5 met benchmark in oral fluency by spring, 2013.


GYP REVIEW OF READING GOALS, 2012-2013



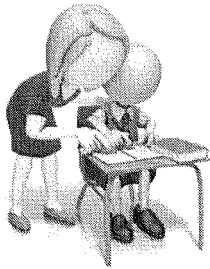
We will increase the percent proficiency for grades 3-5 in math from 70.04% in spring 2012 to 75.00% in spring 2013 as measured by the MCA III Math state assessment.



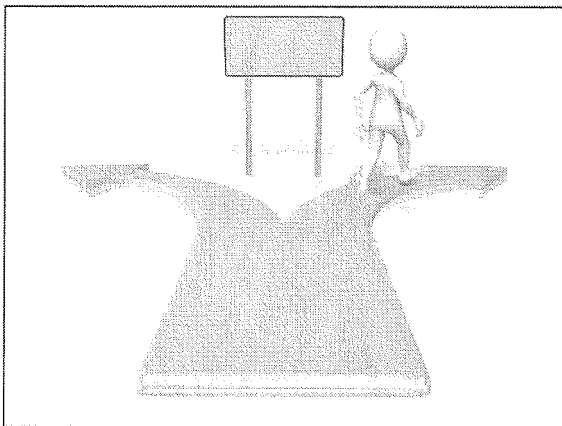
GYP REVIEW OF MATH GOALS, 2012-2013




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



GVP REVIEW OF MATH GOALS, 2012-2013



Reading Goals and Action Steps



GVP Reading Goals for 2013-14

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.

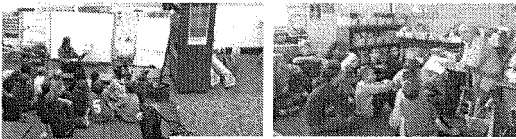
We will reduce the number of White of Non-Hispanic origin FRPL students who scored NON-PROFICIENT in reading in the SPRING MCA III of 2013 by 10% in the spring MCA III of 2014.

GVP Action Plan for Reading *Strategy #1*



Continue to use the district's Language Arts Frameworks as well as the Language Arts Beliefs outlined in the Elementary Language Arts Tutorials to fully embed reader's workshop and word study in our instruction.

GVP Action Plan for Reading *Strategy #2*



Continue to use the Reader's Workshop Model for Core Reading Instruction and offer a Balanced Literacy approach as a means to teach students at their instructional level and differentiate as needed.

GVP Action Plan for Reading
Strategy #3



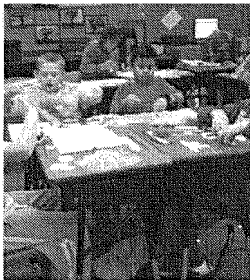
Use the optimal learning model to guide instruction and explicitly teach comprehension strategies and decoding skills.

GVP Action Plan for Reading
Strategy #4

Use the DIBELS Reading assessment to benchmark all students (3 times a year) and progress monitor students below benchmark (every 1-2 weeks).



GVP Action Plan for Reading
Strategy #5



Use reading flex time to further differentiate instruction and teach students at their instructional level.

GVP Action Plan for Reading

Strategy #6

Professional Learning Community (PLC) teams will enhance core instruction and student learning by addressing the Five Critical Questions of PLCs.



GVP Action Plan for Reading

Strategy #7



Provide teachers with data, resources, staff development and support in the area of reading.

GVP Action Plan for Reading

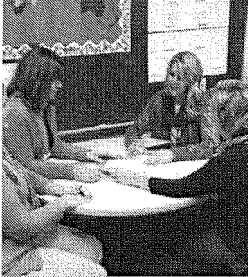
Strategy #8

Implement interventions for selected students who are below benchmark.



GVP Action Plan for Reading

Strategy #9

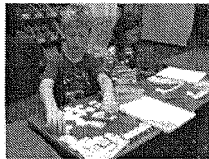


Use the RTI & SST process to identify students who are having difficulty learning, provide intervention, monitor progress frequently, use student data to make instructional decisions and support student learning and growth.

GVP Action Plan for Reading

Strategy #10

Implement Words Their Way as a means of adding word study for vocabulary, phonics and spelling at children's instructional level.



GVP Action Plan for Reading

Strategy #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.

GVP Action Plan for Reading
Strategy #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.

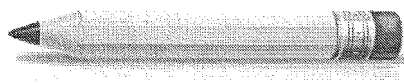


GVP Action Plan for Reading
Strategy #13



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

Math Goals and Action Steps



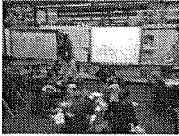

GVP Math Goals for 2013-14

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.

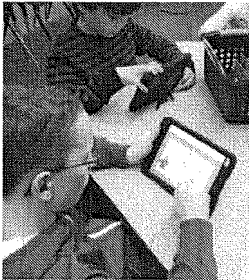
We will reduce the number of White of Non-Hispanic origin FRPL students who scored NON-PROFICIENT in math in the SPRING MCA III of 2013 by 10% in the spring MCA III of 2014.

GVP Action Plan for Math
Strategy #1

Implement new Everyday Math resource for core math instruction.

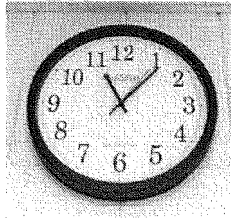
GVP Action Plan for Math
Strategy #2



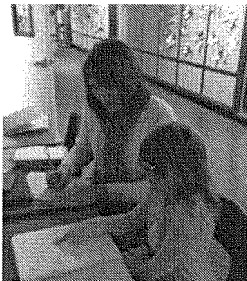
Implement Xtra Math, a web-based fluency program, to support the acquisition of basic math facts.

GVP Action Plan for Math
Strategy #3

Increase number of minutes of math instruction from 60 minutes to 90 minutes at least 4 days a week.



GVP Action Plan for Math
Strategy #4



Implement DIBELS Math assessment system to benchmark all students (3 times a year) and progress monitor students who are below benchmark (every 1-2 weeks).

GVP Action Plan for Math
Strategy #5

Continue to work toward implementing the Math Workshop Model for core math instruction, as a means to differentiate instruction and teach students at their instructional level.



GVP Action Plan for Math

Strategy #6



Use math flex time to further differentiate instruction and teach students at their instructional level.



GVP Action Plan for Math

Strategy #7

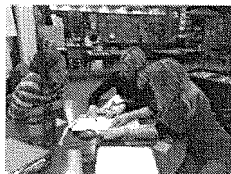
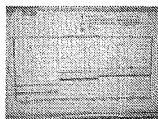


PLC teams will enhance core instruction and student learning by addressing the five Critical Questions of Learning.

GVP Action Plan for Math

Strategy #8

Provide teachers with data, resources, staff development and support in the area of math.



GVP Action Plan for Math

Strategy #9

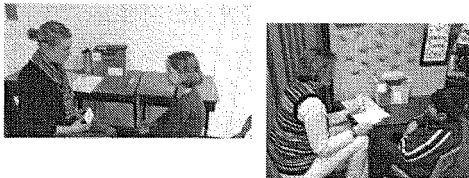


Implement small group interventions for selected students who are below benchmark.

- ★Grades K-2: *Focus Math*
- ★Grades 3-5: *Math Elevations*
- ★Grades 4-5: *Math Corps*

GVP Action Plan for Math

Strategy #10

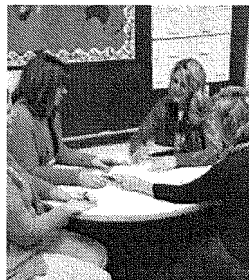


Implement individual interventions for selected students who are below benchmark.

GVP Action Plan for Math

Strategy #11

Use the RtI & 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.



Climate Goals and Action Steps

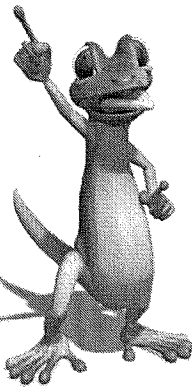


Good evening my School
Board member Geckos!!

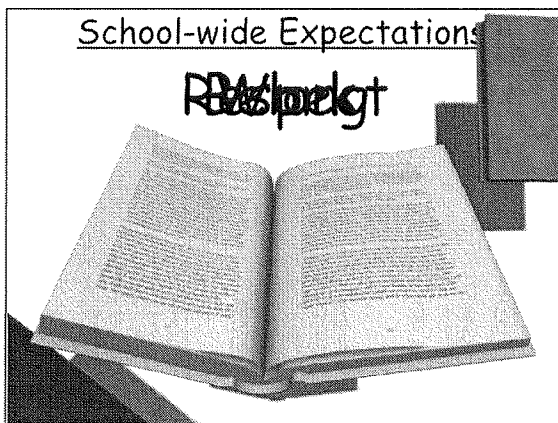
Today is Monday, December 9,
2013.

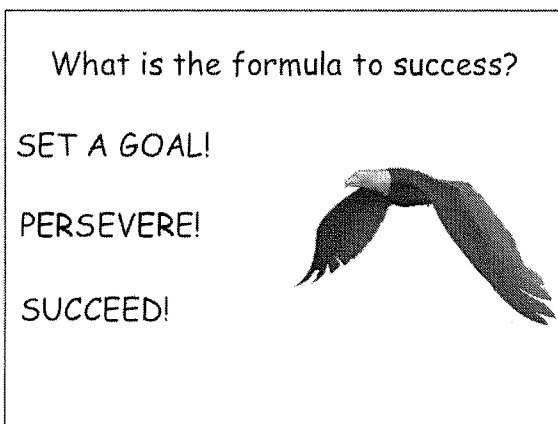
Tonight we will learn about Greenvale
Park's Climate Goals and Action
Steps!

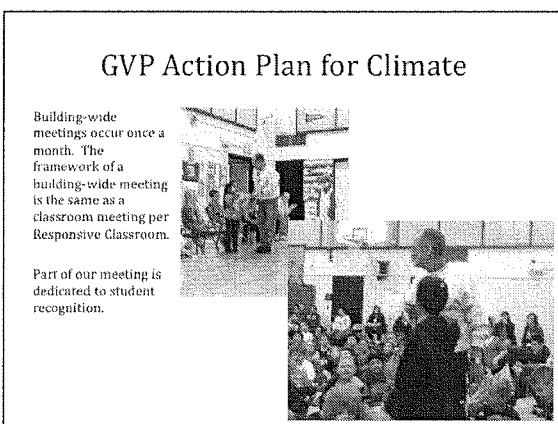
Say "Woo Hoo," if you've ever
been to a Greenvale Park
building-wide meeting!!!!

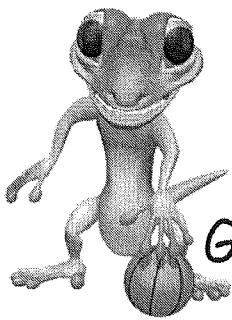








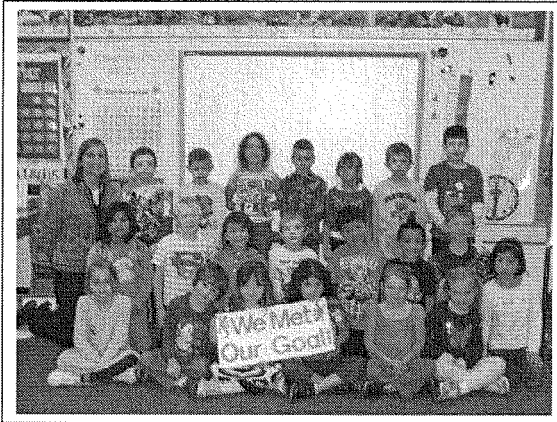




It's time
for some
Gecko Goal
Getters!

**September Gecko Goal
Getters**

Alison Malecha read 100 books over the summer!





Playground Heroes

Carson, Jordan, Ruben, Tristan, and Zach have taken time out of their recess to play kickball with the kindergarteners. They are patient and kind, and teach them how to be good sports. Way to go boys!

GVP Character Kid's










September Value:

Courage-
Being brave enough to do what you
should do even when you're afraid.

Wendy Ascencio Bravo show courage every day in our school by
persisting in activities. She continues to try new things even
when she feels unsure, showing true courage throughout the
day. Great job Wendy!

Welcome to our newest Gecko teachers!
Miss Ryan, Miss Lindholm,
Miss Kosak, Miss Malechia,
Mrs. Kelly, Miss Glowacki,
Mrs. Carlson, Mrs. Ims and Mrs. Larsen

GVP Action Plan for Climate

 Courage	 Honor	 Wisdom	 Joy	 Knowledge
 Courtesy	 Forgiveness	 Humility	 Endurance	


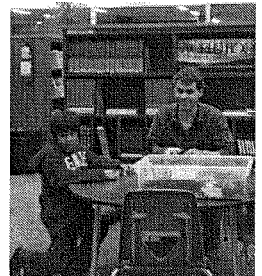
Most people say that it is the intellect which makes a great scientist. They are wrong: It is character.
--Albert Einstein

Character, in the long run, is the decisive factor in the life of an individual and of nations alike.
--Teddy Roosevelt



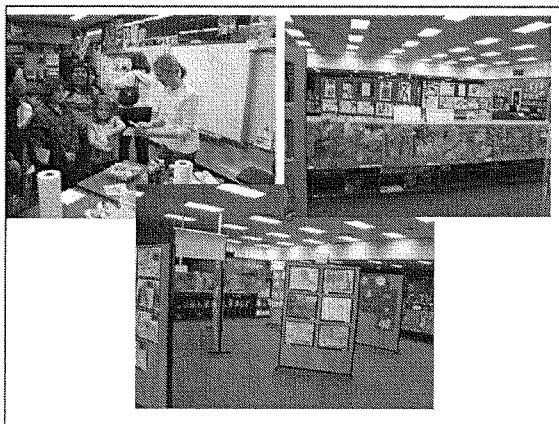
GVP Action Plan for Climate

Connected Kids is a grant-funded initiative of Northfield Public Schools in partnership with the Northfield Mentoring Coalition. The school-based mentoring initiative pairs adult volunteers one-on-one with students. Our Parent Liaison, Laura Berdahl, connects our children with mentors ☺ Thank you Laura!

GVP Action Plan for Climate

Evening of the Arts is an night of celebrating together in the arts. Student work is displayed throughout the building. Performances take place as the evening progresses. We usually have between 600-700 participants each year.



GVP Action Plan for Climate

In 2012-2013 we collected behavior data to determine the baseline for an average school year in the areas of fix its and bottom lines.

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	26	27
Four	48	48
TOTALS	229	112

Now that we have a baseline, we have set a goal to reduce the number of fix its and bottom lines by 10% in 2013-2014.

QUARTER	THINKING AND PLANNING
One	75
Two	80
Three	1,111
Four	698
TOTALS	1,344

GVP Action Plan for Climate

The SWIS Suite is a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making.

Research tells us educators can make more effective and efficient decisions when they have the right data in the right form at the right time. SWIS provides school personnel with the information they need to be successful decision makers.

SWIS aligns with a PBIS framework and provides the needed data for both universal screening as well as progress monitoring.

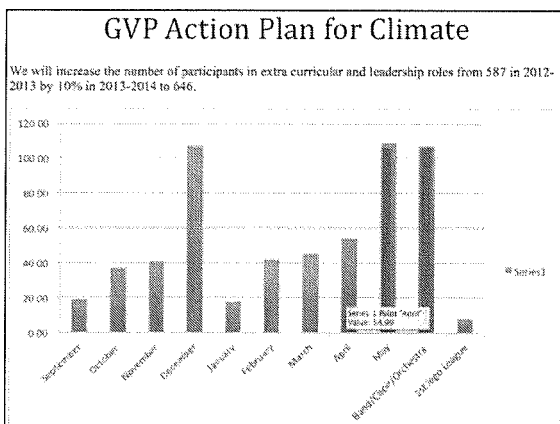
GVP Action Plan for Climate

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	Disagree	Agree	Strongly Agree
16. Students show respect for other students	1.3% (3)	14.5% (35)	47.4% (86)	34.2% (80)
	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.

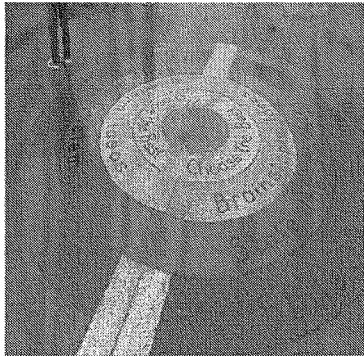
	Strongly Disagree	Disagree	Agree	Strongly Agree
18. There is adequate supervision before and after school	8.9% (3)	6.6% (5)	36.8% (26)	44.7% (34)
	3.03	78		

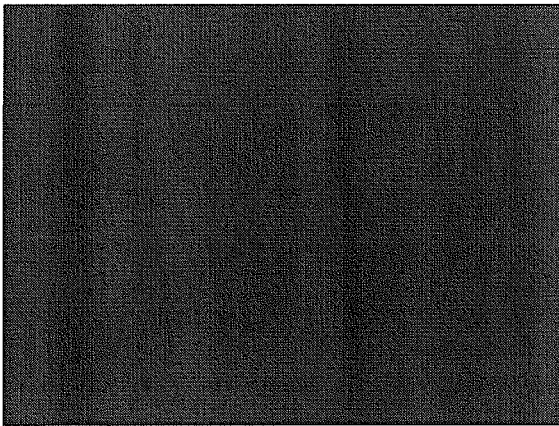


GVP Action Plan for Climate

In the 2013-2014
Greenvale Park will be
training Peer Mediators.

Katie Arnold is working
with 3rd - 5th grade
students. She has
developed a process for
teaching children how to
help others mediate
conflict. Once trained, our
3rd - 5th grade Peer
Mediators will help other
students mediate their
differences. This life skill
is an important, logical
next step in our Character
Education program.





NORTHFIELD HIGH SCHOOL
1400 Division Street South
Northfield, MN 55057
PH 507.663.0630 • FAX 507.645.3455
www.nfld.k12.mn.us

To: Human Resources
From: Tom Graupmann
Date: December 6, 2013
RE: Event Workers (Job ID #1526)

I recommend for hire all individuals listed below:

Johnson, Craig
Kruger, Natalie
Miller, Melvin
Stevens, Brian
Wojick, Mary