

NORTHFIELD PUBLIC SCHOOLS
Office of the Superintendent
Memorandum

TO: Board of Education
FROM: L. Chris Richardson, Ph.D., Superintendent
RE: Table File Items for November 23, 2015, Regular School Board Meeting

VI. Items for Discussion and /or Reports.

1. Northfield High School's School Improvement Plan Presentation.

Power point presentations to accompany the high school's presentation are enclosed.

VII. Superintendent's Report

B. Items for Consent Grouping

1. Personnel Items.

a. Appointments.*

6. Amrita Bhagia, Assistant Speech Coach at the High School beginning 12/11/2015 – 04/16/2016; Level H, Step 1.

b. Increase/Decrease/Change in Assignment.

12. Pamela Hanson, General Education Educational Assistant at the High School (6 hours/day), add Assistant Speech Coach (shared position) at the High School beginning 12/11/2015 – 04/16/2016; Level H, Step 1.

13. Heather Pudas, 1.0 FTE Special Education DHH Teacher at the Middle School, change to Special Education DHH Teacher at the MS and Districtwide (.8 MS; .125 LF, .05 SB, .025 GVP) beginning 08/31/2015.

14. Correction: Jennifer Severson, SpecEd EA-PCA at Greenvale Park for 7.0 hours/day, change to SpecEd EA-PCA (5.55 hours/day), Bus EA-PCA AM (1 hour/day), Bus EA-PCA PM (1.45 hours/day) beginning 11/09/2015 to a date to be determined (8.0 hours/day). Jennifer's hours will return to 7.0 hours/day at GVP when bus services are no longer needed.

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

VIII. Items for Information

2. State Summary Report of the World's Best Workforce Plan.

Northfield High School

Empowering Learners; Discovering Purpose

Site Improvement
Progress Report 2014-15
&
Site Improvement Plan 2015-16

2014-15 – Year in Review



- Annual Objectives
 - To improve school climate
 - To improve student achievement

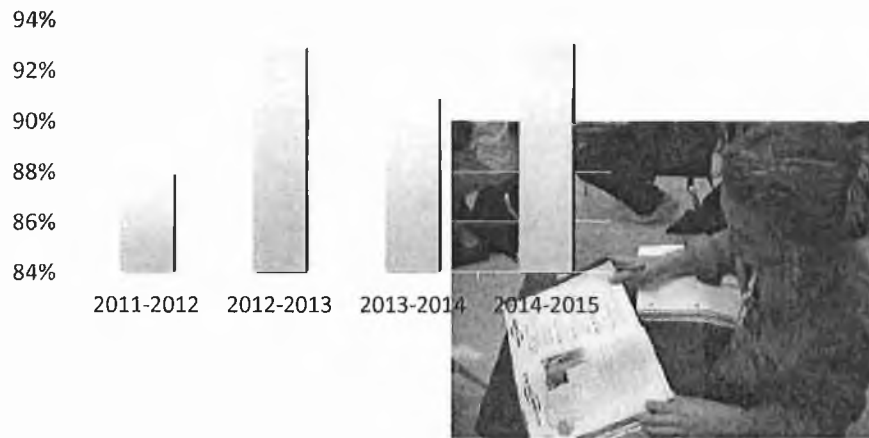
Student Achievement Goal Progress Report

☑ Demonstrating increased proficiency for all students in the essential learnings...as measured by passing rates...

- ☑ PLCs
- ☑ 9th Grade Academy
- ☑ Achievement Seminar
- ☑ Structured Study Centers
- ☑ Achievement Reading
- ☑ Read 180
- ☑ Student Academic Coaches
- ☑ Standards Biology
- ☑ Standards Chemistry



Student Achievement Progress Report



Implications



- Work toward zero percent student failure rate.
- Further implementation of Multi-Tiered System of Supports (MTSS)
- Future refining based on data review process

Site Improvement Plan 2015-16

- Objective:
 - Northfield HS MTSS team will look at MAP, MCA, academic achievement, and other data to identify students they will support and create classroom interventions that will increase the students' academic progress.
- Evidence of Need:
 - 6.8% of students 9-12 at NHS failed one class or more during the 2014-15 school year (compared to 9% the year before)
- Goal:
 - 96% of NHS students, and 85% of NHS students identified for intervention by MTSS staff, will pass all their classes during the 2015-16 school year.

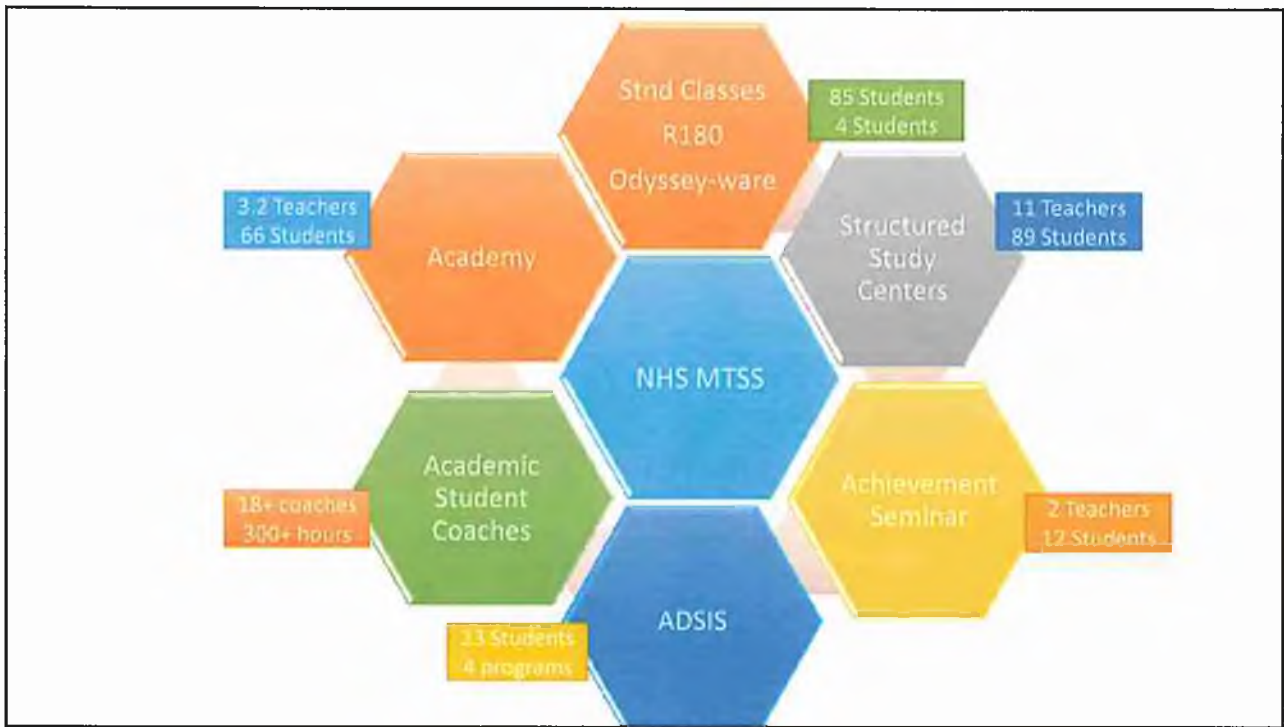
Plan 2015-16

- Objective: We will improve school climate.
- Evidence of Need: During the 2014-15 school year:
 - 33% of NHS staff felt that expected behaviors were taught directly.
 - 51% believed problem behaviors were defined clearly.
 - 39% believed distinctions between office & classroom managed behaviors were clear.
- Goal:
 - 100% of staff will use the 3 keys or Minor Incident Report (MIR).
 - 95% of students and staff surveyed in June 2016 will identify the 3 keys or the behavior statement.
 - 50% of staff will feel expected behaviors are taught directly.
 - 75% of staff will believe problem behaviors are defined clearly.
 - 75% of staff will believe the distinctions between office and classroom managed behaviors are clear.

And How Will We Get There?

- Student Achievement
 - MTSS
 - PLCs
 - 9th Grade Academy
 - Structured Study Centers
 - Achievement Seminar
 - Achievement Reading
 - Read 180
 - Student Academic Coaches
 - Push-in Reading Intervention
 - Standards Biology
 - Standards Chemistry
- Climate
 - PBIS implementation
 - MTSS implementation

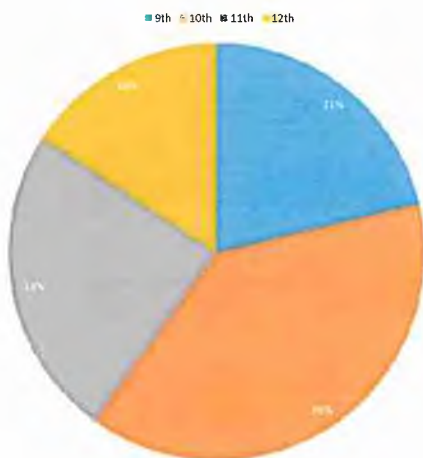




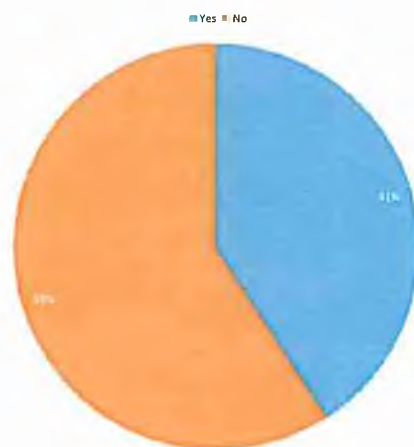
Academic Student Coaches

300+ hours of coaching, 60 unduplicated+ in class encounters

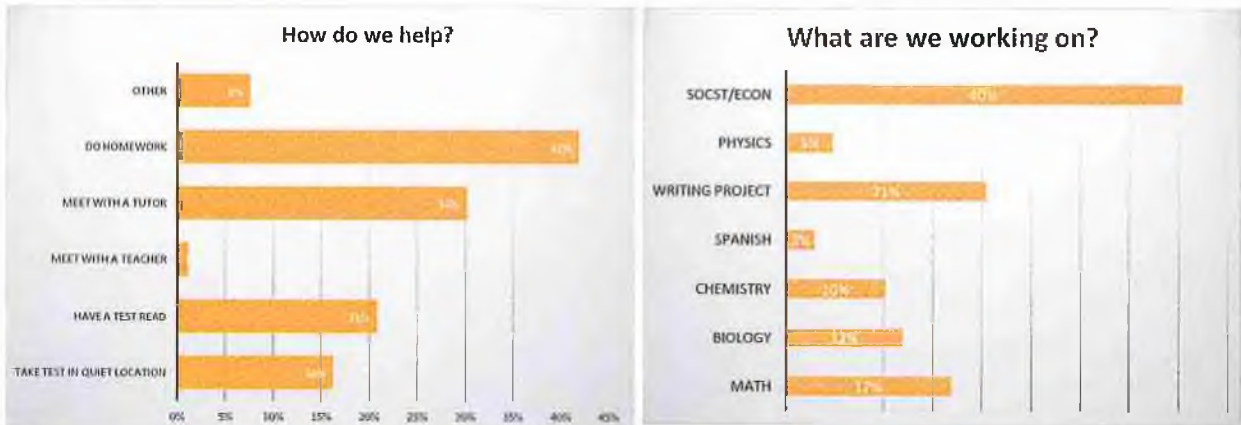
GRADES ACCESSING TUTORING



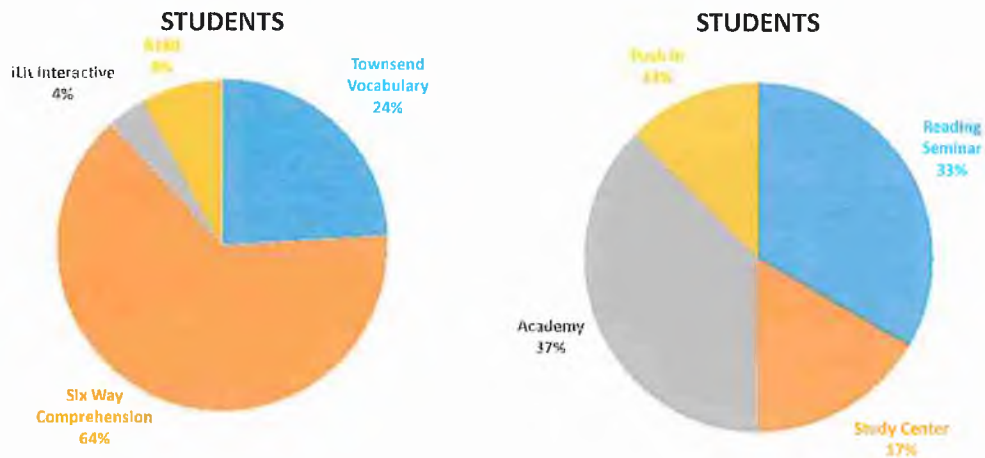
SENT BY A TEACHER?



Academic Student Coaches



What and Where of ADSIS



New in 2015-2016

- Academic Student Coaches – trained, supervised, credit earning
- PBIS student leadership council – 15+ student meet monthly
- MTSS System oversight team – teachers, counselor, admin, for goal setting and program evaluation and monitoring, quarterly
- Tutoring and accommodation center
- Odyssey-ware in-school credit recovery
- Coordinated testing accommodations

Ongoing.....

- EXCEPTIONAL core instruction
- 9th grade Academy
- Structured study centers
- Standard level classes
- Achievement Seminars
- Monthly MTSS Data Team meetings: Nov = 350 student data files reviewed, 43 student intervention and support recommendations

2014-2015 World's Best Workforce Report Summary

District or Charter Name: Northfield Public Schools; Independent District 0659

Contact Person Name and Position: Mary Grace Hanson; Director of Teaching and Learning

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

This is the website for Northfield Public Schools (link to WBWF Report is on main page):
<http://northfieldschools.org>

Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

Annual Public Meeting: Monday, November 9, 2015 at 6:30 pm in the Northfield Senior High School Media Center

INDEPENDENT SCHOOL DISTRICT 659

PUBLIC HEARING

Monday, November 9, 2015 6:30 PM -7:00 PM Northfield High School, Media Center

AGENDA

- I. Call to Order

- II. Procedures for Public Hearings
- III. Review goals, outcomes and strategies of the 2014-2015 World's Best Workforce Plan and plans for the upcoming school year.
- IV. Opportunity for Community Feedback
- V. Adjournment

**INDEPENDENT SCHOOL DISTRICT 659 REGULAR SCHOOL BOARD MEETING
Monday, November 9, 2015, 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. Summary of Public Hearing regarding the 2014-2015 World's Best Workforce Plan.
 - 2. School Improvement Plan Presentations – Sibley Elementary School and Northfield Middle School.
- VII. Superintendent's Report
 - 1. Items for Individual Action
 - 1. World's Best Workforce 2014-2015 Annual Report.
 - 2. American Education Week Proclamation.
 - 2. Items for Consent Grouping
 - 1. Grant Request.
 - 2. Gift Agreement.
 - 3. Personnel Items.
- VIII. Items for Information
 - 1. Enrollment Options Report.
 - 2. Enrollment Report – November 2015.
 - 3. Monday, November 23, 2015, 6:00 PM, Reception for National Merit Scholars,

Northfield High School Cafeteria.
- IX. Future Meetings
Monday, November 23, 2015, 6:00 PM, Reception for National Merit Scholars, Northfield High School Cafeteria Monday, November 23, 2015, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center Monday, December 14, 2015, 7:00 PM, Regular School Board Meeting, Northfield High School Media Center
- X. Adjournment

District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

Describe the makeup and list the District Advisory Committee members for the 2014-2015 school year.

District Educational Programs Advisory Committee 2014-15

The District Educational Programs Advisory Committee (DEPAC) divides into three sub-committees:

Assessment; Curriculum and Staff Development; and Student Services. There are twenty-six committee members plus the superintendent of schools. DEPAC meets six times during the school year and presents the generated goals to the school board at the second school board meeting in May of each year. Northfield High School has formed the District Youth Council. This council meets twice each month to discuss issues and topics of interest to the students. The Director of Teaching and Learning is the communication facilitator between the two groups.

DEPAC Members: Hope Langston, facilitator and parent; Mary Grace Hanson, facilitator; Cheryl Hall, facilitator; Daryl Kehler, facilitator; Zach Pruitt, community member; Fritz Bogott, community member and parent; Helen Sanders, community member; Amy Tachney, elementary teacher member and parent; Amanda Tracy, secondary teacher member and parent; Greg Gelineau, administrative member; Matt Hillmann, district administration member and parent; Anne Maple, school board member; Helena Kaufman, community member; Erin Carson, secondary teacher member and parent; Ellen Mucha, secondary teacher member and parent; Kyle Wilkomm, community member and parent; Gerald Johnson, elementary teacher member; Caroline Yaun, community member and parent; Kari Nelson, community member; Dave Craft, administrative member and parent; Margaret Colangelo, school board member and parent; Stacy Fox, community member and parent; Carrie Duba, secondary teacher member and parent; Brenda Kragseth, support staff and parent; Marnie Thompson, administrative member; Ellen Iverson, school board member and parent.

Dr. Chris Richardson, Superintendent; ex officio member of all three sub-committees

District Youth Council Members 2014-15: Abby Andrade, Ben Anderew, Courtney Asada, Synneva Bratland, Hanna Bubser, Josiah Cieluch, Gabi Estrada, Katie Geary, Andrew Keil, Audrey Kornkven, Daniel Langebough, Sebastian Lawler, Annika Peterson, Sami Ponder, Olivia Riggins, Lars Ripley

Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results.]

Northfield Public Schools believes that the individual school site, not the district, is the strategic unit of change. As a result, broad district-level strategic plan goals and goals developed by the District Educational Program Advisory Committee were provided to each building in 2014-15. Each site then developed site specific SMART building level academic goals that were shared in the 2014-15 WBWF plan through multiple links to each site improvement plan and progress report. Since the new MDE directive requires district-level SMART goals in five specific areas, we are gathering baseline data that will support specific district-level SMART goals in each required area.

As a result of these beliefs, the 2014-15 Goals column reflects the goals set by building sites for 2014-15 with the results in the Goal Results column. There are also results in the 2014-15 column which are district-wide results. These results are tied to the goals in the middle column because Northfield Public Schools does not generate district-wide goals for 2014-15. The 2014-15 District Goals Results column represents the district baseline data used to generate district-wide goals for 2015-16.

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	1. Northfield Public Schools wants all children ready for kindergarten. In 2014-15, we developed the Child at a Glance form in cooperation with the Northfield Promise Kindergarten Readiness Action Team. This was implemented with all incoming kindergarteners. In 2015-16, we are using the FAST Bridge assessment tool as part of the MDE Kindergarten Entry Profile. We implemented it this fall and plan to continue using it.	1. 77% of incoming kindergarteners were reported as ready for kindergarten
All Students in Third Grade Achieving Grade-Level Literacy	1. Northfield Public Schools did not generate district-wide SMART goals for 2014-15. We generated SMART goals at the building and PLC levels. 2. BW: 80% of Bridgewater students, K-5, will demonstrate mastery of literacy and math standards	1. District MCA Third Grade Reading Meets or Exceeds: 62.9% 2. Results BW: of the 36 quarterly common assessments given in grades K-5, 80% of our students scored above 80% on 57% of the quarterly common assessments.

	2014-2015 Goals	2014-2015 Goal Results
	<p>as indicated by a score of 80% or higher on the quarterly common assessments in reading and math.</p> <p>3. GVP: Greenvale Park will increase reading proficiency between the spring of 2014 and the spring of 2015 by 10%.</p> <p>4. SB: By the fall of 2015, 50% of Sibley 3rd graders will meet or exceed their growth targets on NEWA Map reading assessments.</p>	<p>3. Results GVP: The proficiency percentage went from 64.7% to 60.4%, a decrease of 4.3%.</p> <p>4. Results SB: 66% of SB 3rd graders met or exceeded their individualized growth target on NWEA Map reading from fall to fall assessments in 2015.</p>
<p>Close the Achievement Gap(s) Among All Groups</p>	<p>1. Northfield Public Schools did not generate district-wide SMART goals for 2014-15. We generated SMART goals at the building and PLC levels.</p> <p>2. BW: 80% of Bridgewater students, K-5, will demonstrate mastery of literacy and math standards as indicated by a score of 80% or higher on the</p>	<p>1. District Hispanic MCA Math Proficiency Gap: 37.6% District Hispanic MCA Reading Proficiency Gap: 41.5% District LEP MCA Math Proficiency Gap: 44.5% District LEP MCA Reading Proficiency Gap: 51.2% District FRP MCA Math Proficiency Gap: 31.4% District FRP MCA Reading Proficiency Gap: 32.1%</p> <p>2. BW Results: Of the 46 quarterly common assessments given in grades K-5, 80% of our students scored above 80% on 57% of the quarterly common assessments.</p>

	2014-2015 Goals	2014-2015 Goal Results
	<p>quarterly common assessments in reading and math.</p> <p>3. GVP: Greenvale Park will reduce the number of EL students who scored non-proficient in reading in the Spring MCA III of 2014 by 10% in the Spring MCA III of 2015. 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 2015.</p> <p>4. SB: By the spring of 2015, Sibley 4th grade EL students will average a greater than 0 z score as measured on MCA Reading and Math.</p> <p>5. SB: By the spring of 2015, Sibley 5th grade EL students will average a greater than 0 z score on MCA reading and Math.</p> <p>6. MS: Northfield Middle School's 2014-15 MCA Math results will be 12% higher than the MN average.</p> <p>7. MS: Northfield Middle School's 2014-15 MCA Reading results will be 13% higher than the MN average.</p> <p>8. HS: 94% of Northfield High School students and 80% of NHS students identified for</p>	<p>3. GVP Results: EL non-proficient rate was reduced by 19/4%/ No white FRPL students moved form non-proficient to proficient so that result would be 0%.</p> <p>4. SB Results: Reading: .6089 (a positive result) Math: .5611 (a positive result)</p> <p>5. SB Results: Reading: -.019 (a negative result) Math: -.4095 (a negative result)</p> <p>6. MS Results: State average=60.2%; MS average=67.4%; MS is 7.2% higher than the state average</p> <p>7. MS Results: State average=59.5%; MS average=67.3%; MS is 7.8% higher than the state average</p> <p>8. HS Results: 93.2% passed all their classes; .8% below the goal. Students identified for intervention had a pass rate of</p>

	2014-2015 Goals	2014-2015 Goal Results
	intervention by MTSS staff, will pass all their classes during the 2014-15 school year.	70%; 10% below the goal.
All Students Career- and College-Ready by Graduation	<p>1. Northfield Public Schools did not generate district-wide SMART goals for 2014-15. We generated SMART goals at the building and PLC levels.</p> <p>2. HS: 94% of NHS students and 80% of NHS students identified for intervention by MTSS staff, will pass all their classes during the 2014-15 school year.</p> <p>3. ALC: At the Alternative Learning Center, all graduating seniors will have a post-secondary life plan including being currently employed, enrolled in college, or enlisted in the military.</p>	<p>1. Grade 8 EXPLORE average Composite: 16.6 Grade 8 MCA Math Proficiency: 68.8% Grade 8 MCA Reading Proficiency: 65/5% ACT average composite: 23.3 AP Results (% of students scoring 3 or more): 89.2%</p> <p>2. HS Results: 93.2% passes all their classes, .8% below the goal. Students identified for intervention had a pass rate of 70%, 10% below the goal.</p> <p>3. ALC Results: 100% of seniors completed their life plans.</p>
All Students Graduate	Northfield School District will maintain or exceed a graduation rate of 90%.	Northfield School District Graduation Rate: 90.2%.

Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- List and describe the district's needs that were identified at the start of the 2014-2015 school year. and the data the needs were based upon.
- Include only the key data used to determine identified needs and limit response to 200 words.

Northfield Public Schools have two key areas of need: Students who qualify for free and reduced lunch prices (FRP) and students who have limited English proficiency (LEP). The data used were Minnesota Comprehensive Assessment (MCA) results for All Student in Third Grade Achieving Grade-Level Literacy and Close the Achievement Gap(s) Among All Groups. The data indicate the 62.9% of our students are reading at grade level in third grade and that there is a 30-50% gap in the achievement of our FRP and LEP students compared to the non-FRP and non-LEP students on both reading and math MCA scores.

Our graduation rate, ACT composite scores, and AP courses pass rates are above state averages. Northfield Public Schools ACT composite is 23.3, and the graduation rate is 90.2% for all groups. This is a 5% increase in the graduation rate from 2010.

Previous kindergarten entry data cannot be considered as reliable since there was a disparity in the collection and self-reporting of the data. This will be remedied by implementing FAST through the Kindergarten Entry Profile (KEP) with support from the Minnesota Department of Education (MDE).

Systems, Strategies and Support Category

Students

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
 - *Include the process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - *Include the process to disaggregate data by student group.*
 - *Include key indicators of progress to demonstrate evidence of implementation.*
 - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*

To help students meet the goals, elementary students were benchmarked three times during the year using DIBELS for literacy and math, NEWA/MAP in the fall, and Benchmark Assessment System (BAS) as needed. Student scoring below benchmark and those who failed to make adequate progress based on data were referred for a intervention through the Response to Intervention process, special education evaluation, Title 1, and/or a classroom intervention. The assessments and benchmarks are based on the MN academic standards.

Professional learning communities (PLCs) and problem solving teams examined individual student data as well as disaggregated building and district level data. Data (MCA, college and career readiness, and benchmarking) were analyzed to quantify the number o student moving toward proficiency an making adequate progress in an intervention.

We did not have SMART goals at the district level for 2014-15. Each building had SMART goals as did all PLC teams. Building results are reported to the school board each year. PLC teams complete an evidence of practice document two times during the year which is published on the district's website. The District Assessment Coordinator disaggregates data for each building by student groups and presents the results to administration and building staff.

Teachers and Principals

- *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*
 - *Include the system to review and evaluate the effectiveness of instruction and curriculum, including teacher and principal evaluations.*
 - *Include key indicators of progress to demonstrate evidence of implementation.*
 - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*

Northfield Public Schools along with the Northfield Education Association have developed principal and teacher evaluation process that meets state requirements and high local expectations. The standards used for the evaluation documents are based on the work and standards of Kim Marshall. The major components include direct classroom observation by an administrator and stakeholder input. Students and parents are surveyed about courses, communication, school climate and safety, and satisfaction. Teachers and administrators are evaluated on their reflection of what this data indicate and how the data can be used to improve their practice. For principals, teachers as well as parent and student stakeholders are surveyed. The data examination and reflection elements are key components in the evaluation and growth process. Administrators and teachers were involved in the development of the process and have all received information and training on the process.

Key indicators of progress are the summative evaluations of 1/3 of the teachers each year and the evaluation of principals every year. The evidence of Practice reflection documents fro PLCs are an indicator of progress. The reflection document is required form very teacher every year, and all three years of documents are attached to the summative evaluation every three years.

District

- *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*
 - *Include the district practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture.*
 - *Include key indicators of progress to demonstrate evidence of implementation.*
 - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*

Northfield Public Schools has a curriculum review and professional learning process. A district wide committee, District Curriculum and Staff Development Committee (DCSDC), meets monthly to study relevant topics (standards based grading, effect of poverty on learning, strategies for English learners) and plan for timely and meaningful professional learning. Northfield Public Schools has trained staff in Cognitive Coaching and has implemented cognitive coaching in all schools. A major initiative is the Professional Learning Communities (PLCs). PLCs meet every Wednesday morning for one job embedded hour to craft goals, discuss student data, share best practice strategies, and examine results. Three times each year, elementary teachers meet as a district-wide PLC to share best practices and build a trusting and collaborative professional culture to improve student achievement.

Northfield Public Schools has a one-to-one iPad implementation for students in grades six through twelve. Teachers are supported through professional learning throughout the school year and during

the summer months with training sessions each Tuesday in June through August as well as opportunities during professional learning days throughout the school year.

Indicators of progress include the evidence documents completed by each PLC. Feedback forms (paper or electronic) are collected after professional learning opportunities.

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers. On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long-term needs for improving equitable access of all students to great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.