

**NORTHFIELD PUBLIC SCHOOLS**  
**Office of the Superintendent**  
**Memorandum**

**TO:** Board of Education  
**FROM:** Matt Hillmann Ed.D., Superintendent  
**RE:** Table File Items for October 24, 2016, Regular School Board Meeting

VII. Items for Discussion.

1. School Improvement Plan Presentation.

The power point presentation to accompany Greenvale Park Elementary School's report is enclosed.

VIII. Superintendent's Report

B. Items for Consent Grouping

2. Personnel Items

a. Appointments\*

12. **Correction:** Katie Rigge Long Term Substitute .9 FTE ECSE 3-5 Teacher at Longfellow beginning 10/17/2016-1/18/2016; BA, Step 6.

13. John Watkins Community Services recreation Basketball and Recreation Building Supervisor hours vary beginning 10/19/2016-05/31/2017; \$20/game, \$14.75/hr recreation Building Supervisor.

b. Increase/Decrease/Change in Assignment

4. Sara DeVries Teacher at Bridgewater, add Targeted Services PLUS Teacher for 1.25 hrs/day for up to 4 days per week (Mon.-Thurs.) at Bridgewater beginning 11/08/2016-05/04/2017; Year 4-\$27.73/hr.

5. Paul Ousley Orchestra Teacher .6 FTE HS/.4 FTE MS, change to 1.0 FTE at the High School beginning 8/29/2016.

6. Gina Swenson Teacher at Sibley, add Targeted Services PLUS Teacher for 1.25 hrs/day for up to 4 days per week (Mon.-Thurs.) at Sibley beginning 11/08/2016-05/04/2017; Year 4-\$27.73/hr.

c. Resignations.

3. Justina David Educational Assistant at the CVSEC STEP resignation effective 11/02/2016.

4. Tessa Schultz Special Education-PCA with the CVSEC-Alex Building unable to accept position.

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

**Greenvale Park Elementary School**  
School Improvement Design

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**Continuous Improvement Presentation**

Board of Education

*October 24, 2016*

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**Continuous Improvement Presentation**

Board of Education

*October 24, 2016*

## Greenvale Park Elementary School School Improvement Design

*The purpose of Greenvale Park's school improvement design does not revolve around the acquisition of a pre-determined set of skills, but rather the realization of one's full potential and the ability to use those skills for the greater good so that children leave Greenvale Park with hope that their best days are yet to come.*

## Greenvale Park Elementary School School Improvement Design

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### **Goals for Literacy and Math**

We will reduce non-proficiency by 10%.

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**Literacy**

Greenvale Park third through fifth grade students had an increase of 2.34 in the Index Rate of Non-Proficiency on the 2016 MCA III Reading Assessment.

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**Math**

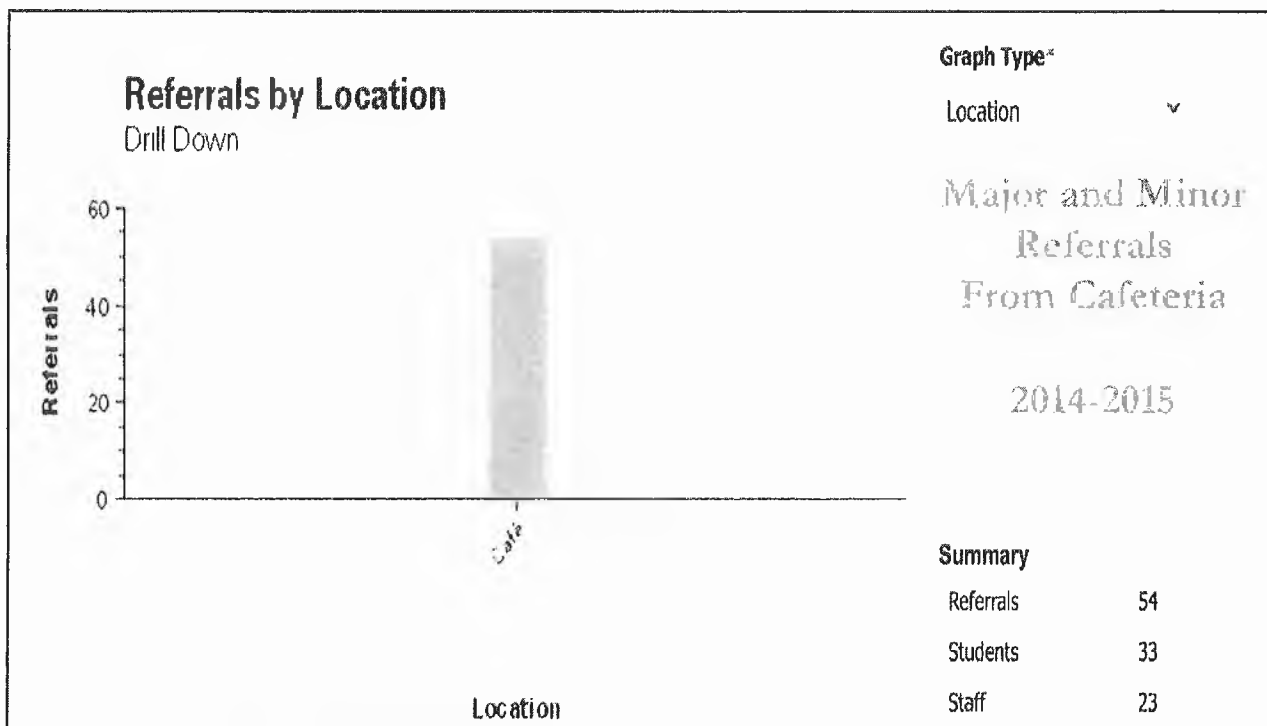
Greenvale Park third through fifth grade students had an increase of 2.16 in the Index Rate of Non-Proficiency on the 2016 MCA III Math Assessment.

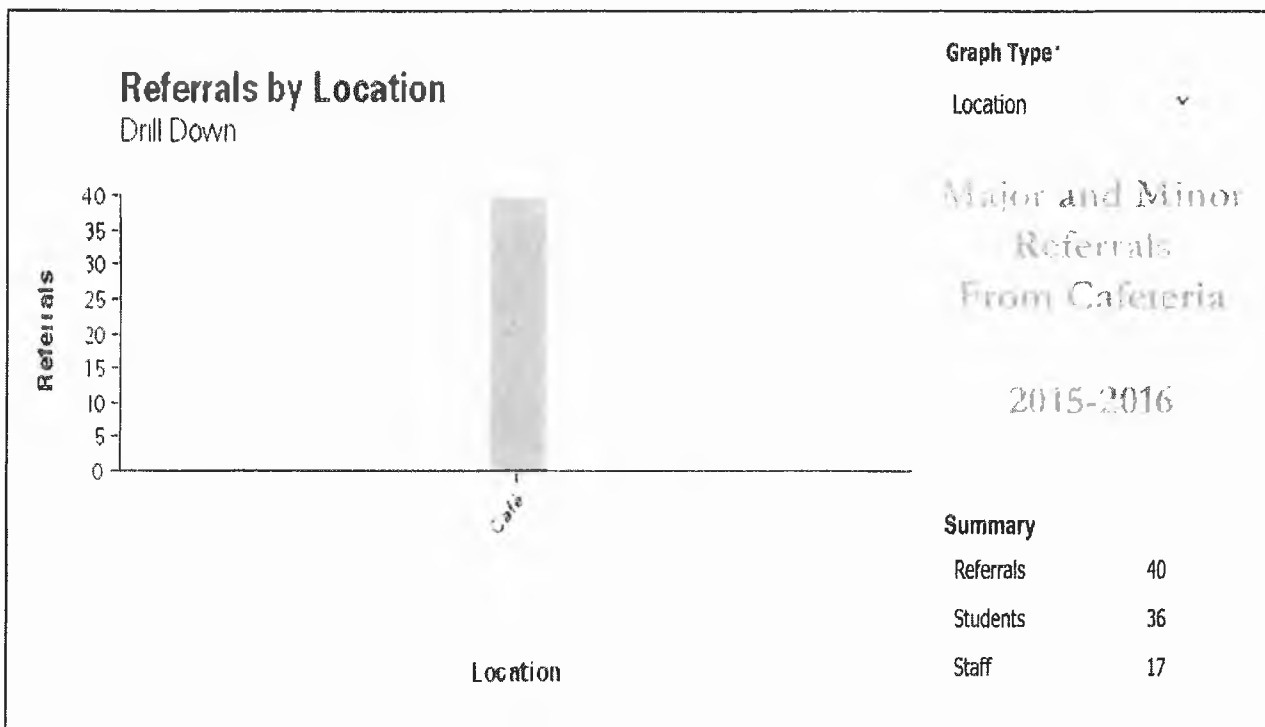
## Greenvale Park Elementary School

### School Improvement Design

#### Goal for Climate

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





## Greenvale Park Elementary School

School Improvement Design

### Climate

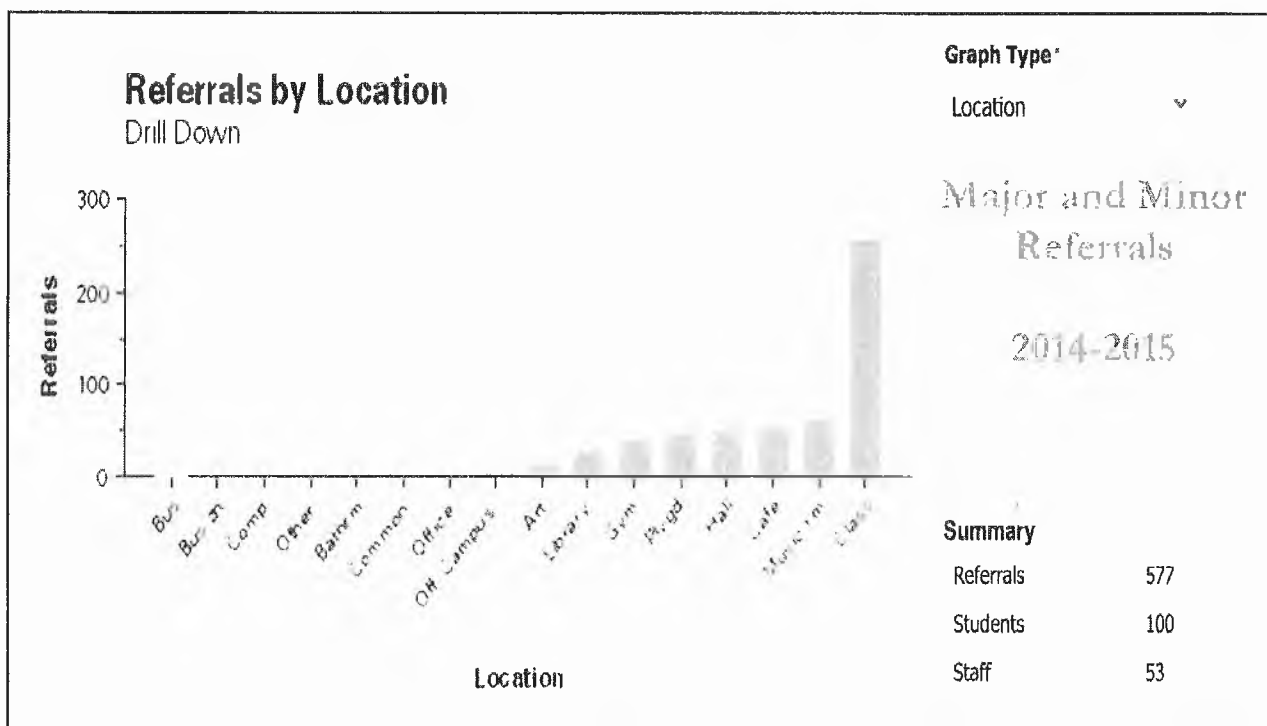
We reduced the number of major and minor behavior referrals *from the cafeteria* by 26%!!!!

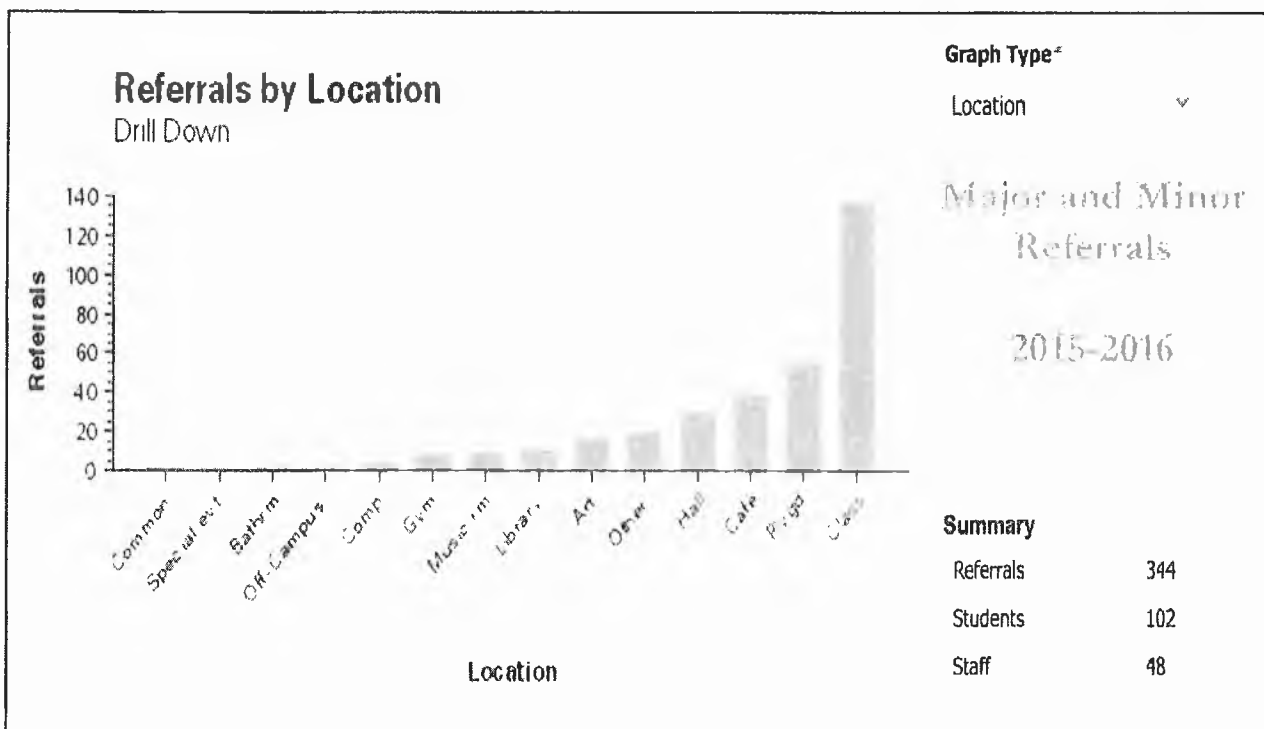
## Greenvale Park Elementary School

### School Improvement Design

#### Goal for Climate

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





## Greenvale Park Elementary School

### School Improvement Design

### Climate

We reduced the number of major and minor behavior referrals by 40%!!!!



**Greenvale Park Elementary School**  
School Improvement Design

**Major Learning in Literacy**

Students are in need of:

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**Major Learning in Literacy**

Teachers are in need of:

1. Continued support in the area of literacy (Reader's Workshop, Word Study and Guided Reading).
2. A consistent literacy resource that is in line with Common Core.

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**Major Learning in Mathematics**

**Students need:**

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

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**Major Learning in Mathematics**

**Teachers need:**

1. Continued support in implementing core instruction and intervention.
2. Strategies for helping students develop grit, stamina and growth mindset.

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**Major Learning in Climate**

This year's work of social, emotional, and behavioral support for children needs to be built on goal setting that reinforces what we're for and not on reducing what we are against.

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**Major Learning in Climate**

1. Further resources are needed to support social, emotional, and behavioral learning. These resources include an increase in the availability of Fernbrook services and the addition of the Positive Attention Learning Support (PALS) position.

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**Current Goals in Literacy**

Student SMART Achievement Goal:

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

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**Current Goals in Mathematics**

Student SMART Achievement Goal:

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

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**Current Goals in Climate**

We will increase the frequency of positive social emotional interactions with students by providing more opportunities for the recognition of students displaying prosocial behaviors.

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**Current Goals in Climate**

1. In SY 16-17, 100% of our classrooms will recognize 1 Character Kid per classroom. In SY 16-17, we will recognize 2 Playground Heroes per month at our monthly building-wide meetings.

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**Current Goals in Climate**

In SY 16-17, we will measure the number of Caught You's awarded schoolwide at our monthly building wide meeting. Goal Getters will be recognized every month in individual classrooms. Goal Getter's will be recognized on a daily basis through the addition of Daily Goal Getter Announcements.

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**What's Working in English  
Language Learning?**

## GVP: English Language Development

- It's Blitz! Minimum clustering through coordinated scheduling



## GVP EL: Language through Content

	<b>Performance Criteria</b>	<b>Features</b>
<b>Discourse Level</b>	<b>Linguistic Complexity</b> <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
<b>Sentence Level</b>	<b>Language Forms and Conventions</b> <i>(Types, array, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
<b>Word/Phrase Level</b>	<b>Vocabulary Usage</b> <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

## GVP EL: Language through Content

Example: GRADE 4: SCIENCE CURRICULUM FRAMEWORKS  
Electricity and Magnetism

Substrand: Energy

Standard: Understand that energy can be transformed within a system or transferred to other systems or the environment.

Students will be able to

- Construct a simple electrical circuit using wires, batteries, and light bulbs.

(Standard PS: 4-2-3.2.2)

## GVP EL: Language through Content

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“A significant body of research links the **close reading of complex text**—whether the student is a struggling reader or advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness. (Partnership for Assessment of Readiness for College and Careers, 2011, p. 7)”



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**What's Working in the  
Community School?**

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**Questions and Comments**