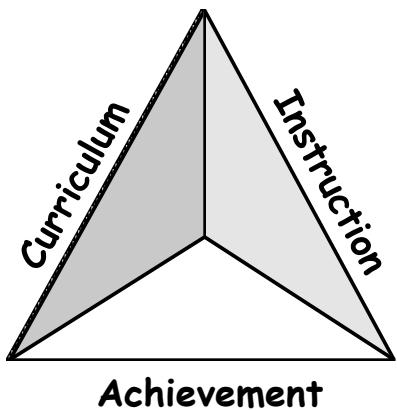


Le Sueur-Henderson Public Schools

Student Achievement is Our Focus

Curriculum, Instruction &



Student Achievement

Annual Report

2005-2006

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2005-2006

Annual Report on Curriculum, Instruction and Student Achievement
ISD #2397: Le Sueur-Henderson Public Schools

Student Achievement is Our Focus

This annual report to the Le Sueur-Henderson community, approved by the Board of Education on October 10, 2006, presents important information and data that our school district uses to continually improve student performance. This report is required by the Minnesota Department of Education.

District Goals Result in Improvement

As part of its annual improvement process, the School Board, together with the school administration, program coordinators, and site management teams, committed to strategic goals for 2005-2006:

- Continue to improve student achievement.
- Continue to develop a climate of open communication, trust, and pride.
- Maintain financial stability.
- Secure facilities improvements.
- Develop and begin to implement a plan to reach our school district vision.

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Our Vision Statement

After months of development involving citizens and staff in both Le Sueur and Henderson, our district's Vision Statement was adopted by the School Board in May 2004.

The Le Sueur-Henderson School District commits to having a unified focus on high student achievement that:

- **Inspires every student to strive for great accomplishments.**
- **Provides effective and innovative learning opportunities and quality facilities that attract and embrace students, families, and staff.**
- **Fosters strong community connections, support and pride in our schools.**

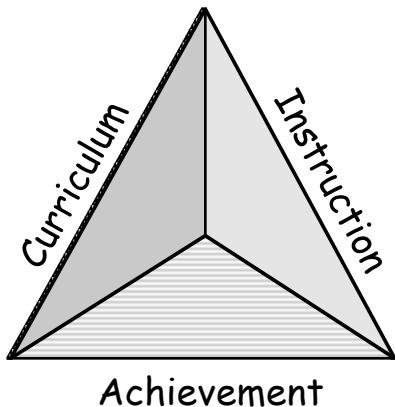
Each site and program area developed specific action plans appropriate to these goals and reported its progress to the Board of Education in June 2006. Here are some highlights:

Curriculum continues to get better

- Completed a comprehensive review of the Reading and English Language Arts program, K-12, which resulted in numerous changes and improvements to the program.
- Developed and published a Position Statement on Reading to provide community members and parents with the instructional priorities of our schools in this important skill as well as to guide district decisions in the future.
- K-12 staff members presented reports to the Board of Education on recommendations and improvements in Physical Education, Music, Visual Arts, Health, Industrial Technology, Business Ed, and Family & Consumer Science.
- Minnesota's New Academic Standards in Social Studies are embedded in our courses and classes, K-12.

Instructional strategies reflect best practices.....

- At the elementary schools, staff used NWEA, MCA and classroom math and reading data to identify students at risk of not meeting academic expectations and utilized academic interventions to support them such as Grade 3 Literacy groups, an extended day program, summer school, Homework Help and targeted classroom instruction.
- In June, all K-12 teachers, including special education, had the opportunity to dig into the NWEA test results as well as classroom performance to identify teaching and learning accomplishments in 05-06 and to plan ahead for incoming 06-07 students. Grade level teams set data-based instructional goals in our 06-07 focus area: reading.
- In 2005-06, staff at grades 7-12 identified and practiced specific strategies that could be used in their courses and classes to deliver the Minnesota Academic Standards in reading. More opportunities for staff to learn additional strategies are needed.



- We implemented a year-long Mentoring Program for our new staff members with orientation to the district processes and programs as well as direct support for classroom instruction through a mentor/mentee relationship. Professional learning opportunities were offered throughout the year for mentors and mentees.
 - The Alternative Learning Center piloted a "Learning with Laptops" program provided a laptop for each student. The results? Improved test scores, improved attendance, and improved quality of student work.
 - The School District partners with Minnesota State University, Mankato, as a Professional Development Site. Several staff attend Professional Learning Communities on English Language Learners and Early Childhood Education.
 - Community Education programs continue to provide extended learning opportunities for learners at all ages.
- Youth Frontiers Retreats were held with Grade 4 (Kindness), Grade 7 (Courage) and Grade 9 (Respect) in the Fall. Their purpose is to build class unity, form new relationships among students and create a healthy and productive school climate.

Student Achievement involves more than the honor roll

- The NWEA testing program provides a value-added assessment allowing teachers to see academic growth for individual students from fall to spring and from spring to spring for grades 2-10. Growth targets were met or exceeded in nearly every grade.
- MCA scores continue the trend from lower to higher levels on average; however, subgroup averages show learning gaps and challenges ahead.
- 96% of our 10th graders scored at or above the passing score of 3 in the Writing BST.
- 96% of the seniors graduated and 99% of underclassmen are on track to graduate. All seniors passed Minnesota's Basic Skills Tests required for graduation.
- A new student information system, Centerpoint, was implemented in 2005-06. While there were several glitches in the implementation process that needed to be ironed out, the program did make it easier for parents to access student progress in each of their classes through access to the WebSite at www.isd2397.k12.mn.us.
- Recognizing that student achievement is broader than test results, this district continues our efforts to provide a comprehensive academic program which meets the needs of the whole child.

Staff Development Focuses on Using Data to Raise Student Achievement

Our District Staff Development Team includes representatives of teachers, classified staff, administration, and our school board, as well as partners from St. Anne's School and Minnesota State University, Mankato. Together, we selected one goal for our 2005-2006 program:

*Continue to build staff knowledge and skills in data-driven decision-making
to raise student achievement.*

To reach this goal,

- Grade level teams, K-12, met to develop goals, identify evidence of improvement, and analyze the results. Technology tools were used to review test data and analyze strengths and challenges. Staff set targeted instructional (SMART) goals based on data.
- Teams recorded progress toward their goals and reported with achievement mid-year (written) and again in June (verbally) to all staff. This experience helped teams realize how they might write their goals differently to better impact their instruction.
- As part of the Reading and English Language Arts study, the entire Middle and High School staff studied the NWEA and MCA test results for the last three years, developed strategies to deliver the required standards in reading, and implemented those strategies in their classes. Elementary staff analyzed test results in grade level teams to make recommendations for instructional improvements and resources in Reading and Language Arts.
- All K-12 staff were trained in strategies specific to working with English Language Learners. The K-6 staff worked on collaboration and active learning strategies, while the 7-12 staff learned how to include language objectives along with content objective in their lessons.
- We wrote and received a PDS grant from Minnesota State University, Mankato, to support professional development in the area of Mentoring.
- Our Educational Program study continued to focus on Continuous Improvement Continuums at every site in the district to assess our needs and identify systematic resources to address them. Seven areas are assessed annually: Information & Analysis, Quality Planning, Professional Development, Leadership, Partnership Development, Continuous Improvement & Evaluation, and Student Achievement.
- Hilltop Elementary staff studied and implemented the concepts associated with the skills in Love and Logic.
- The District Staff Development Team received feedback from staff. Major themes:
 - Many new strategies were used as a result of grade level teams (called Time for Teams).
 - Very positive feedback indicated a willingness to continue with Time for Teams with recommended improvements for 2006-07.
 - The time for teams to meet was not as effective as intended. More frequent meetings are needed.
 - We are ready to use the new tool selected for data warehousing, Sagebrush Analytics, to help us analyze achievement and inform our instruction.
- In addition to these activities, our staff also attended individual content-area workshops and training.



Pictured here is the District Staff Development Team which meets 6-7 times a year to plan the staff development program.

2006 MCA Results Are Not Available at the Time

Districts assess how well the educational program is preparing students for success with the Minnesota Academic Standards through the Minnesota Comprehensive Assessments (MCAs) given to 3rd - 11th graders each spring. The 2006 results are not available from the Minnesota Department of Education at this time. Reports on the results will be provided to the Board of Education in November. Staff will analyze the results along with other local data during 2006-2007 to review and revise our goals and improvement recommendations.

Improvement Team Established to Improve Adequate Yearly Progress

Under the No Child Left Behind legislation LeSueur-Henderson Public School District was identified as not meeting Adequate Yearly Progress with students in Special Education for reading proficiency, as measured by the 2005 Minnesota Comprehensive Assessment results. Our district has also been notified that it is in its first year of notification of not meeting all requirements for our students with Limited English Proficiency for school year 2004-05. We formed a district improvement team to review data regarding these issues and develop strategies to meet AYP requirements. The improvement team includes representation from the major stakeholder groups.

Strategies for improving reading proficiency for our Special Education students and assuring progress for our limited English proficiency students include:

- Developing staff skills with strategies for improving reading in the content areas
- Creating collaborative, interdisciplinary teams at each grade level with classroom teachers and Special Education and English as a Second Language teachers
- Including these concerns when developing recommendations for the Reading and English Language Arts program improvement
- Providing additional time on task for identified students including extended day and summer programming
- Including English Language learners in regular classroom activities to further language development
- Reaching out to parents and guardians to promote family involvement in reading achievement
- Using classroom assessments to help identify which students are in need of further or modified instruction to acquire skills

The responsibility for implementing this plan rests with individual building staff including teachers, paraprofessionals and administrators. When the MCA data for 2006 is released by the Minnesota Department of Education, we will know whether our plan was successful and in what areas we can continue to improve.

State Testing Dates 2006-07

September 19	BST Reading ReTest	Grade 10-12
January 23	BST/MCA: Written Composition	Grade 10 & Retakes for Grades 11-12
February 6	BST: Mathematics ReTest	Retakes for Grades 10-12
February 8	BST: Reading ReTest	Retakes for Grades 10-12
Mar 5-Mar 30	TEAEELS	LEP students in Grades 3-12
April 10	GRAD Test of Written Composition	Grade 9
April 10	BST/MCA: Written Composition ReTest	Seniors only
April 11	BST: Mathematics ReTest	Seniors only
April 12	BST: Reading Retest	Seniors only
April 16-May 4	MCA-II Test Window Reading & Math and TEAE & MTELL	Grades 3-8, 10, 11 LEP students in Grades 3-12
April 24, 25, or 26	Minnesota Writes! Testing Window	Grade 6
April 30-May 25	Field Testing Window for MCA-II Science	Grade 5, 8 & High School
July 24	BST/GRAD: Written Composition ReTest	Retakes 9-12
July 25	BST: Mathematics ReTest	Retakes 10-12
July 20	BST: Reading ReTest	Retakes 10-12

All Seniors Passed the Minnesota Basic Skills Tests

The Basic Skills tests are designed to ensure high school graduates have a minimum competency in reading, math and writing. These tests are being replaced for the Class of 2010 with a GRAD test included in the MCA-II tests in Grade 10 Reading and Grade 11 Mathematics. In 2006-2007, the Writing Test will move to Grade 9. As a result, the BSTs were not given to Grade 8 (Class of 2010) in 2005-06.

For students in the graduating classes of 2006-2009, the Basic Skills requirement is still in place. These students must pass tests in all three areas to be eligible to graduate from a Minnesota public school. Those who do not pass the tests, or who were absent on the statewide test dates, may retest in July or again the following winter. Once the student passes the test at the state level, they have met that portion of the graduation requirements.

These tests are not timed, but must be completed in a school day. Students are asked to answer multiple choice questions on the reading and math tests and to write a composition for the writing test.

How did Le Sueur-Henderson students do in the 2004-2005 tests? All (100%) of the students in the graduating Class of 2006 passed the Reading, Math, and the Written Composition test; as the following chart indicates, nearly all of our students passed at the State Level.

High School Basic Standards Test Results in 2005-2006

	Class of READING	2009 <i>Gr. 9</i>	2008 <i>Gr. 10</i>	2007 <i>Gr. 11</i>	2006 <i>Gr. 12</i>
Total % Passed	85%	90%	96%	100%	
Total Enrollment	106	115	80	131	
No. Passed-State Level	90	101	77	128	
No. Passed-Individual Level	0	0	0	2	
No. Passed-Translated	0	0	0	0	
No. Exempted	0	3	0	1	
	MATHEMATICS	2009 <i>Gr. 9</i>	2008 <i>Gr. 10</i>	2007 <i>Gr. 11</i>	2006 <i>Gr. 12</i>
Total % Passed	88%	94%	93%	100%	
Total Enrollment	106	115	80	131	
No. Passed-State Level	93	108	74	128	
No. Passed-Individual Level	0	0	0	2	
No. Passed-Translated	0	0	0	0	
No. Exempted	0	4	0	1	
	WRITING	2008 <i>Gr. 10</i>	2007 <i>Gr. 11</i>	2006 <i>Gr. 12</i>	
Total % Passed	96%	99%	100%		
Total Enrollment	115	80	131		
No. Passed-State Level	106	79	130		
No. Passed-Individual Level	0	0	0		
No. Passed-Translated	0	0	0		
No. Exempted	4	0	1		

Curriculum Review is Continuous

The Le Sueur-Henderson School District uses a curriculum review cycle to ensure that every area of the curriculum is reviewed at least once every six years. However, that does not mean that we ignore any area if needs occur. In the description of activity in the cycle, several opportunities are available during the six year period for reviewing progress and making adjustments in the plans for improvement.

	Year 1	Review achievement data. Research best practice. Develop recommendations for improvement and select new materials and/or equipment.
	Year 2	Finalize course/grade outcomes and assessments. Provide needed support and training for implementation of recommendations and new materials.
	Year 3-6	Monitor implementation. Collect evidence of learning. Evaluate successes and adjust as needed.
2002- 2003	Science; English Language Learners Program	
2003- 2004	Vocational; Media Technology; Math and Reading/Language Arts Standards; Education Program	
2004- 2005	Science Standards; Health & Phy. Ed; Music; Art; Education Program	
2005- 2006	Reading /Language Arts; Social Studies Standards	
2006- 2007	Social Studies; World Languages, Special Education	
2007- 2008	Mathematics; Guidance & Counseling	

Le Sueur-Henderson Public Schools

OUR MISSION:

Teach and Reach

BELIEFS

All people have worth and dignity.

As a school district we are responsible to provide a quality education for all learners.

The family is primary in nurturing children.

The community shares in the development of each generation.

Each student and our educational system must partner in the learning process.

Education is critical to successful living in a democracy.

Communication is key to understanding among people.

Learning is a lifelong process.

Reading and English Language Arts Study Benefits all District Students

Beginning in November 2005, a team of 19 teachers representing our district from ECFE to grade 12 and our partners at St. Anne's met to study the research on best practice in reading and language arts instruction. All staff was involved in the study through discussions, sharing of the research, and analysis of our test results. In addition, all the management teams from Hilltop, Park, and the Middle/High School were asked for their advice and to identify issues and concerns about reading in our schools.

After months of study, analysis, research, and discussion, the team had identified strengths of our programs and made recommendations for improvement. Our staff has already begun work on making the improvements.

Areas of Excellence:

Our elementary teachers know how to teach reading and are committed to assuring that every child learns to read. Our middle school and high school teachers have recognized the need for reading-to-learn skills and are moving toward incorporating reading instruction into content areas.

Test scores show that our elementary reading program is successful for nearly all students, improving over time at all grade levels.

Families are involved in the reading program: reading logs in nearly every grade, FOCUS and PIE sponsored Book Fairs, and practice materials sent home regularly, particularly at K-1.



The Early Childhood Family Education (ECFE) and School Readiness programs are partnering with the district to promote reading readiness.

Our ESL and Special Education teachers collaborate with classroom teachers to align instruction to meet individual student needs.

Our media centers and media specialists provide a wide variety of books, resources, and programming to support reading in our schools.

Teachers model passion and enjoyment for reading, writing, speaking and listening in order to create positive attitudes in our students toward English/Language Arts.

We offer a wide range of literature throughout K-12, including representation of many cultures.

We teach genres at all levels. As students mature, we include a greater range of period literature.

We emphasize writing for a variety of purposes and audiences at every grade level, elementary through high school.

Areas of Concern and Related Actions:

CONCERN: Our existing K-6 reading series is lacking some fundamental components that our research indicates are essential for quality reading instruction. Our support programs need materials that are closely aligned to the reading program to enable connections in skill building.

WHAT'S BEEN DONE:

Purchased the 2006 Houghton Mifflin reading program for PreK-5 for 2006-2007, with support materials for Special Education, English Language Learners and para support programs, and provide implementation training for staff.

Encouraged collaboration between all teachers of reading and support programs through Team Time on Wednesdays, and through release time for collaborative teacher planning.

CONCERN: Data collected over time indicates a significant drop in 7th grade MCA reading and NWEA reading test scores. Less than half as much time is spent in reading and language arts in 7th and 8th grade compared to 6th grade.

WHAT'S BEEN DONE:

Created a middle school advisee Book Club program, with all teachers as leaders, using a variety of book sets including non-fiction. Provided planning time with training and support during the summer of 2006.

Recommended that, by fall of 2007, we implement a Middle School reading (6-8) program, all year for every student.

CONCERN: Although reading strategies are used at 6-12, we need to more overtly label and teach the strategies being used for comprehension.

WHAT'S BEEN DONE:

Identified certain reading strategies that classroom teachers can teach and use with 7th through 12th grade students to build more complex reading comprehension skills; provided inservice for 6-12 teachers in September 2006 on good reading habits and effective strategies for teaching them.

CONCERN: Grammar and usage is taught at all grade levels, but some concepts may be overlooked or overemphasized because we do not have a clear structure of which concepts are taught at each grade level.

WHAT'S BEEN DONE:

Identified key grammar and usage concepts to be mastered at each grade level, K-12.

The **MISSION** of the
English Language Arts program
is to teach students to be effective
and creative communicators

CONCERN: Teachers do not intentionally use uniform terminology in teaching and assessing writing; therefore, students are not as reflective as they could be in determining what makes their own writing better.

WHAT'S BEEN DONE:

Adopted uniform terminology for teaching and assessing writing, K-12, called Six Traits of Writing.

CONCERN: While research is done at nearly every grade level, we have not identified a spiral of research skills and expectations.

WHAT NEEDS TO BE DONE:

Work with the media specialists to identify research skills, tools, and expectations to be taught and used in English as well as other subject areas where research is done.

WHAT'S BEEN DONE:

Created a guide that emphasizes the research approach, plagiarism, and using online citation tools for documentation to be distributed to all students and teachers in the high school.

CONCERN: Work Sampling assessment for PreK-1 does not align well with skills and concepts needing to be assessed and reported.

WHAT'S BEEN DONE:

Selected Primary NWEA Primary assessment for K-1 growth measurement. We will be using this in Fall 2006.

Only a partial listing of findings from the reports is included here. For the complete report, call the Curriculum Coordinator at 665-3305.

District's Position on Reading Instruction is Established

One of the recommendations from the management teams for the reading program was to establish a clear and common understanding among staff and community about the district's philosophy about reading. After much research and discussion with staff, the Curriculum Team established this common philosophy or position statement. Copies have been distributed at Pre-School Conferences and are available in every school office in the district.

Excerpts from
Reading For the 21st Century
in Le Sueur Henderson Public Schools

Every child deserves to learn to read.

This position statement defines how our school district will achieve this goal.

We believe that:

- Learning to read does not end in elementary school. Reading skills grow in depth and complexity through 12th grade.
- Student needs drive instruction.
- Standardized test results help us analyze group success and make decisions about programs and instruction.
- Frequent and varied assessments enable teachers to adjust instruction in order to motivate students and increase their success.
- Systemic procedures for curriculum delivery, assessment, and interventions ensure that all children learn to read in their own way, in their own time.
- Differentiated instruction allows teachers to meet learning needs of all students.
- Strong media programs positively impact student achievement.
- Reading is a lifelong skill.

What does reading look like at Le Sueur-Henderson Public Schools?

Curriculum

- Time is committed for reading preK-12.
- Reading in grades 6-12 is built upon the preK-5 curriculum.
- Five instructional components are included: Phonemic awareness, Phonics, Fluency, Vocabulary, Comprehension
- Reading selections demonstrate sensitivity to diverse cultures and different abilities.

Instruction

- A variety of materials and resources are utilized, based on student needs.
- Specific interventions and enrichment opportunities for readers are identified.
- Teachers collaborate with library media and technology specialists.

Assessment

- Frequent assessments measure skills mastery.
- Standardized assessments measure student achievement.

Family and community involvement

- Support for families encourages reading outside of school.
- Partnerships with the community support readers.

Teachers, paraprofessionals, administrators and students

- The district offers ongoing training in reading strategies and techniques.
- We are all committed to the belief that every child deserves to learn to read.

Checking in on Previous Studies ... Outreach & ESL and Science

Three years after a curriculum study, our principals and/or superintendent check in with the study teams to see what progress has been made in response to the recommendations. We also find out that some recommendations need to be revised or updated given current conditions. Here's what we found out about the progress on our 2003 studies in Science and Hispanic Outreach/English as a Second Language (ESL) programs.

Hispanic Outreach and ESL (English as a Second Language) Programs

Progress has been made on each of goals, but there is a need to better align them with the District AYP Improvement Plan, the 2006-07 English Language Learner (ELL) Program Report, and resources gained from the ELL Professional Learning Community with MSU, Mankato.

- The Hispanic Outreach Coordinator has responded to all requests for translations of school-to-home communications so that both English and Spanish versions of these materials are included for families who need them. We need to increase the number of translated documents, particularly at the middle and high school level, that we make available to our families..
- Efforts continue to be made to intentionally involve migrant and/or Hispanic parent input and voice in all areas of decision-making in our district, but the actual level of involvement is not where we need it to be.
- Our ESL teachers have provided both direct service and collaboration with classroom teachers to provide for increased language acquisition and academic achievement of our English Language Learners. Our ESL teachers encouraged the participation of our mainstream teachers in the MSU Professional Learning Community, broadening the awareness and understanding of English Language Learners in our classrooms.
- Additional resources recommended in the study have been provided for both programs. In addition, with the recent reading study, one goal was to assure that adequate resources were made available to support reading in the classroom. We need to continue to work on this goal, in the ESL classroom and in the mainstream classrooms.

Science

Science Education, K-12, has made several improvements in the last three years. Among them are the following:

- K-6 Science texts were purchased and at least three of the six units have been taught at each grade level, all of which are aligned to the Minnesota Academic Standards.
- All grade levels, K-6, have created schedules with allocated science instructional time.
- Elementary science committee members created science kits for each of the units taught to simplify the set up for science activities.
- Park Elementary has a dedicated science classroom with science storage and Hilltop has dedicated science storage areas.
- Elementary staff participated in an evaluation survey; results indicated high satisfaction with the McGraw Hill series; students like it!
- Middle and high school science teachers had many concerns with the teaching facility; those concerns are being addressed with the building project to be completed in the Fall of 2007.
- We have added a college course, MSU Biology, to our high school curriculum. New texts were purchased for Advanced Chemistry.
- Time was provided for middle and high school staff to analyze their courses for implementation of the Minnesota Academic Standards; adjustments have been made.
- The middle and high school staff are satisfied with staff development opportunities made available to them.

Kindergarten Standards Lead to High School Graduation

In 2003-04, our district began the transition to Minnesota's New Academic Standards and the credit-based graduation requirements described below.

Our teachers, kindergarten through senior high, have compared our existing curriculum to the Minnesota Academic Standards, beginning in the Fall of 2003 with Reading & Language Arts and Mathematics. We identified those standards we already teach and assess as well as those we need to add in to our lessons. Fortunately, we identified very few standards as "missing" from our curriculum. Some content will require more emphasis in the future. The District provided funds for textbooks and other resources that teachers recommended as a result of the standards analysis.

In the 2004 Legislative session, New Academic Standards for Science and Social Studies were approved. The analysis of the Science program was completed in 2004-05 with minimal changes in courses and classes to meet the state requirements. Social Studies was finalized in 2005-2006; local assessments will be identified in 2006-07.

Beginning in 2003-2004, LSH returned to our locally established credit requirements for graduation. In 9th grade, students begin the final steps to high school graduation. Passing the Basic Skills Tests partially fulfills the graduation requirements; 27 credits in required and elective courses complete the remaining requirements.

LSH Credit Requirements

Communications	4.5
Health/Phy Ed	1.0
Keyboarding	.5
Career Readiness	.5
Mathematics	3.0
Science	3.0
Social Studies	4.0
Total Required:	16.5
Total Elective:	10.5

Pass Basic Skills Tests

in Reading, Math, Writing: yes

NOTE: BSTs will be replaced with GRAD tests beginning with the Class of 2010.

Textbook & Instructional Materials

Any parent, guardian or adult student in District 2397 is welcome to review curriculum and content of instructional materials. If a concern is expressed, the district will respond with a procedure intended to address those concerns and allow for a proposal for alternative instruction for the individual student. Each request for review of material shall be directed to the building principal.

If you have any questions or concerns regarding information within this report, or if you are interested in learning more about programs in our school district, please contact:

David A. Johnson	Superintendent of Schools	665-8828
Edrie Barton	Curriculum Coordinator	665-3305
Bill Bjorndahl	Elementary Principal	665-8831, 248-3701
Kevin Enerson	High School Principal	665-3305
John Lustig	Ziebarth ALC Coordinator	665-6244
Jason Borglum	Technology Coordinator	665-3305
Arlys Graff	Community Education Director	665-6244
Mark Vrklan	Building & Grounds Supervisor	665-3305
Jim Felmlee	Transportation Supervisor	665-6072

Parent and Community Involvement is Essential for Student Success

Management teams at each building focused on aspects of school improvement specific to each site during 2005-2006. Each management team serves as the primary means of involving the community in decisions about our schools. Community members, students, and school staff devote their time, thoughts, and energy to evaluating and improving our schools. Elections are conducted at each site for community/ parent positions each year between the months of April and September.

Our thanks to these team members for their suggestions, support, and hours of volunteer service to help improve the educational programs in our district. Members and the spring their terms expire:

Hilltop Management Team - (HMT)

Bill Bjorndahl, Principal
Monica Meyer-Javens, Community (2007)
Sue Martin, Teacher (2006)
Kris Tiegs, FOCUS Chair
Cheri Youngren, Community (2007)
Kim Dirks, Community (2007)
Ann Farwell, Teacher (2006)
Lisa Steinborn, Community (2006)

LS-H HS Management Team - (SMT)

Kevin Enerson, Principal
Dori Mutch, Parent (2006)
Kaari Smith, Parent (2007)
Joyce Molter, Parent (2006)
Molly Fixsen, Parent (2007)
Sue Hynes, Teacher (2006)
Sandy Johnson, Teacher (2007)
Sue Jackson, Teacher (2007)
Tom Villagomez, Teacher (2006)
Terry Keenan, Classified Staff (2006)

Park Management Team - (PMT)

Bill Bjorndahl, Principal
Linda Omodt, Teacher (2006)
Jane King, Community (2007)
Janet Moriarity, Community (2007)
Julie Gerdts, Classified Staff (2006)
Kim Rinehart, Community (2006)
Tracy Hill, Community (2007)

School Board Members

Ginny Huntington	2006-2010
John Chamberlain	2004-2008
Henry Endres	2006-2010
Bob Evans	2004-2008
Anne Murray	2004-2008
Pat McCoy	2006-2010
Jayne Lieske	2006-2010

Continuous Improvement Council

This team coordinates a continuous improvement process for student achievement in our school district.

Bob Evans, Board Member/Community
Anne Murray, Board Member/Community
Mary Scott Reviere, High School parent rep
Jim Mayer, Elementary Parent rep
Teachers: Sue Hynes
Rachel Wagner, Jennifer Hovick
Ann Farwell, Ann Zeiher
Principals: Bill Bjorndahl, Kevin Enerson
Curriculum Coordinator Edrie Barton
Superintendent David Johnson

**Thank you to all who have contributed your time, talents, and energies.
We are grateful to you for
your efforts on behalf of our school district!**