



ST LOUIS COUNTY SCHOOLS *"Preparing them for the future"*

INDEPENDENT SCHOOL DISTRICT 2142

1701 NORTH 9TH AVENUE
VIRGINIA, MN 55792

St. Louis County School District

Strategic Plan

(2015 to 2020)

St. Louis County School District = Career, College, and Community Ready

Introduction

The St. Louis County School District engaged in a strategic planning process that was facilitated by the Minnesota School Boards Association (MSBA). The strategic planning process involved the gathering of information and facts about the School District from the Minnesota Department of Education’s Data Center, Minnesota Report Card for St. Louis County School District. In addition, MSBA consultant(s) collected opinions and ideas from 267 School District staff and community members who completed an online survey titled, “St. Louis County School District Strategic Planning Survey” and 64 School District staff members completed the “Perception Survey of St. Louis County Schools.” Collecting these opinions was considered important for two reasons: 1.) the shared wisdom of many people makes for more thoughtful, thorough, and sound decisions; and 2.) including many people in the decision process ensures a wider support for strategic plan goals and outcomes. This reasoning was especially important when engaging in long-range strategic planning efforts. Gaining the thoughts, opinions, and support of people affected by the School District is critical for the future success of the School District.

In the future, the strategic plan established by this process will be a valuable resource for the St. Louis County School Board as it sets policy and provides direction.

St. Louis County School Board

The St. Louis County School Board is comprised of seven elected members. Below is a list of St. Louis County School Board members.

Robert Larson – Chair	Gary Rantala
Chet Larson	Nancy Wall-Glowaski
Troy Swanson	Daniel Manick
Lynette Zupetz	

The School Board is responsible for clarifying the purpose and direction of the School District. The School Board, with community input, envisions the educational future of its community and formulates the goals, defines the outcomes, and sets the course for the School District.

Background

The St. Louis County School District comprises most of St. Louis County in northern Minnesota and geographically is the largest school district in the state. The School District maintains schools in the towns of Babbitt (Northeast Range School), Cook (North Woods School), Culver (South Ridge School), Iron (Cherry School), and Tower (Tower-Soudan School).

The area economy is fueled by paper, mining, and timber industries, tourism, and technology innovations. The St. Louis County area has a proud history of ethnic diversity and is considered the “melting pot” of the Range. The area has a highly educated workforce and strong work ethics. St. Louis County is the gateway to the Boundary Waters Canoe Area and Voyageurs National Park.

St. Louis County School District offers a variety of academics and co-curricular activities and support programs for its students.

Methodology

Planning for the future of the St. Louis County School District proceeded in six phases as outlined below. The St. Louis County School District Strategic Plan summary also includes a glossary of terms. See Addendum F.

Phase I - Planning

During this phase, the School Board and superintendent set dates for the strategic planning meetings, approved the online survey, staff and community forums, and identified people who would serve on the Strategic Planning Committee. See Addendum A for the list of Committee members.

Phase II - Conducting Community Engagement-Related Activities

During this phase, MSBA consultant(s) provided two online surveys that were completed by a combined total of 331 School District staff and community members. The surveys were embedded in the School District's website for community and School District staff to complete. Information gathered from the community engagement-related activities was analyzed by MSBA, and key themes were noted. See Addendum B.

Phase III - Developing the Mission, Beliefs, Vision, and Goals Statements

During this phase, MSBA consultant(s) met with the School District's Strategic Planning Committee (Committee) four times. The Committee consisted of 44 people representing a cross-section of the school community and included business owners, community members, parents, staff, and students.

Mission and Beliefs: On November 20, 2014, the Committee convened, and the members reviewed and reworked the School District's existing mission statement. In addition, the Committee developed School District belief statements. All Committee members present participated in the discussions and activities. Committee members reached consensus on three options for the School District's mission and several beliefs statements. Following the first planning meeting, the MSBA consultant(s) prepared a working draft of the Committee's mission and beliefs statements and distributed the draft to the superintendent and Committee members prior to the second planning meeting.

Vision Statement and State-of-the-School District: During the second meeting, held on December 1, 2014, the Committee members reached a consensus on the School District's mission and beliefs statements that would be recommended to the School Board for adoption. The Committee members reworked the School District's vision statement. The group identified three vision statement-related options. The Committee agreed to include the statements in an online

survey that would allow the Committee members to vote on their preferred heading and wording. The School District staff created the survey and sent a link to all Committee members for purposes of reaching a consensus on the vision statement prior to the third meeting.

The superintendent provided information about the School District. The superintendent's "State-of-the-School District address" provided information about the School District's operations, student achievement results, facilities, and budget. The MSBA consultant(s) provided a written summary of the community-engagement activities.

Strengths, Weaknesses, Opportunities, and Threats (S.W.O.T.): The Committee members met for a third time on December 15, 2015. The Committee reached consensus on the School District's vision statement and conducted an analysis of the School District to identify strengths, weaknesses, opportunities, and threats (S.W.O.T.). To accomplish this task, Committee members were divided into five working groups that were assigned one of five areas of School District operations, including Student Achievement, Student Support, Finance/Buildings and Grounds, Communication/Community Involvement, and Technology. Each group conducted a S.W.O.T. analysis of their assigned School District operation. See Addendum C for details. All Committee members present participated in the small group discussions and asked questions as needed. The MSBA consultant(s) prepared a draft of the S.W.O.T. analysis and mission, beliefs, and vision statements and sent it to the superintendent and Committee members prior to the fourth planning meeting.

Develop Goals and Objectives: On January 8, 2015, the Committee met for the fourth time to develop School District goals and objectives. The Committee members focused on what the School District needs to achieve (goals) to fulfill the vision and the steps (objectives) that must be taken to achieve each goal. To accomplish this task, the Committee members first reviewed the data presented at the second and third meetings. Committee members worked in groups to develop goal(s) to address a specific need(s) or close a gap(s) based on the data presented at the second and planning meeting and the S.W.O.T. analysis from the third meeting. Groups also identified objectives to accomplish the goal. MSBA consultant(s) prepared a working draft of the goals and objectives. See Addendum D.

Phase IV - Final Report

The MSBA consultant(s) prepared a draft of the Committee's work, including the mission, belief, and vision statements and School District goals and objectives. The draft was sent to the superintendent who then sent the document to the Committee members to review prior to a February 4, 2015, planning meeting. The Committee members clarified each goal and objective, and revisions were made as deemed necessary. The document was then presented to the School Board for approval at its February 23, 2015, meeting.

Phase V - Develop Action Plans

Upon approval of the School Board, the superintendent and staff met to develop the action plans for implementing and meeting the goals and objectives. The action plan included the following information for each School District developed goal:

- Specific actions to accomplish the goals and objectives;
- Assigned responsibility for each goal and task;
- Resources needed to carry out the tasks to meet the identified goal;
- Communication protocols; and
- Established a timeline identifying the expected date of completion for each goal.

Phase VI – Plan Approval and Implementation

The School Board met on September 28, 2015, to approve the plan of action and overall strategic plan document. See Addendum E.

Addendum A

2014 Strategic Planning Committee

School Board Members	North Woods School
Bob Larson	
Lynette Zupetz	Steve Herr, Community member
Chet Larson	Greg Burckhardt, Business owner
Gary Rantala	Crystal Scofield, Parent
Troy Swanson	Denise Parson, Teacher
Nancy Wall-Glowaski	Michael Bodri, Student
Dan Manick (new School Board member)	Brenna Bristol, Student
Jody Feist (former School Board Member)	
	South Ridge School
Administrators	Tammy Carlson, Parent
Steve Sallee, Superintendent	Seth Ismil, Teacher
Kristi Berlin, Curriculum & Technology Director	Liz Poskie, Student
John Metsa, Principal	Anna Hall, Student
Kelly Engman, Principal	Tatianna Zimmerman, Student
Scott Hall, Principal	
Andrew Bernard, Principal	Northeast Range School
DaNeil Sirjord, ECFE & Title I	Don Nagley, Business owner
	Jim and Andrea Zupancich, Business owners
Cherry School	Joe Scherer, Community member/Bus driver
Stacy Wesley, Parent	Nissa Koivisto, Parent
Jodi Anderson, Parent	Beth Morgan, Parent
Heather Lindula, Parent	Beth Denzer-Johnson, Parent / Sub teacher
Deb Spencer, Teacher	Katie Mickle, Teacher
DJ (Daniel) Lind, Student	Christine Mackai, Teacher
Kim Fena, Student	Ellen Pierce, Teacher
	Mary Lou Schroeder, Site Secretary
	Sydney Swanson, Student

Addendum B

St. Louis County School District Strategic Planning Results of Community Engagement-Related Activities

Overview

The school board of St. Louis County School District approved a process for developing a strategic plan. The strategic planning process included opportunities for school district staff and residents to provide input on the process of determining what the school district is doing well and areas that might need attention or focus as a part of the strategic planning process. To accomplish this goal, two surveys were available to school district staff and residents via the school district's website from October 6, 2014 to November 2, 2014. Each survey and its intended audience is listed below.

Title	Audience
"St. Louis County School District Strategic Planning Survey"	Community members, staff, parents, business owners, and students
"Perception Survey of St. Louis County School District"	School district administrators, school board members, support staff, and teachers

This document provides a summary of the community engagement-related activities.

Results: St. Louis County School District Strategic Planning Survey

A total of 267 people responded by filling out the survey. The survey takers were asked to identify the role that best reflected the basis for their responses. The categories selected by the survey takers are provided below.

- 45% of respondents selected "Parent,"
- 36% of respondents selected "Staff Member,"
- 12% of respondents selected "Community Member," and
- 7% of respondents selected either "Business Owner" or "Student."

Survey Questions:

The survey takers were asked the open-ended questions that are provided below.

1. What do you consider to be the top three strengths of the St. Louis County School District?
2. What do you consider to be the top three issues and concerns facing the St. Louis County School District?

The MSBA consultant reviewed the responses to the above noted questions. Themes and frequently used words and phrases were noted. The summary is provided below.

Strengths of the School District:

This section includes a summary of the survey takers' responses to the question: "What do you consider to be the top three strengths of the St. Louis County School District?"

- **Staff.** The words, "teachers," "staff," and "administration," were used a combined total of 56 times. Words and phrases used to describe the staff include: "great," "excellent," "dedicated and hardworking," "focus on students," "cares about the students," "good teachers," and "energetic." Words and phrases used to describe administration include: "new," "strong," and "dedicated."
- **Small Class Sizes and Small Schools.** The phrases, "small class size" and "class size," were referenced a combined total of 53 times. Frequently used words and phrases include: "personalized attention," "sense of community," "concern," "caring," and "opportunities."
- **Curriculum and Opportunities for Students.** "Curriculum" and "student-related opportunities" were noted a combined total of 35 times. Words and phrases referenced include: "college options and courses," "student learning and programs," "PSEO," "improved math and reading," "music and arts," and "athletics."
- **Technology.** The word, "technology," was referenced 29 times. Words and phrases noted include: "up-to-date," "availability," "current," and "curriculum and technology integration."
- **Buildings and Facilities.** The words, "buildings" and "facilities," were mentioned a combined total of 24 times. Frequently used words and phrases noted include: "nice," "new," "beautiful," "recently updated," "energy efficient newer buildings," and "remodeled."
- **Parents.** The word, "parent," was referenced 11 times. Commonly used words noted include: "involved" and "concerned."
- **Finances.** School district finances were also noted as a strength (5 responses). Words and phrases referenced include: "finding ways to save money" and "energy efficiency saves money."

Issues and Concerns Facing the District:

This section includes preliminary results of the survey takers' responses to the question: "What do you consider to be the top three issues and concerns facing the St. Louis County School District?"

- **Staff.** The words, "teacher" and "staff," were mentioned 40 and 27 times, respectively. Issues and concerns raised include: need to "recruit and retain qualified staff," "leadership," "teachers not being held accountable," "teachers bumping teachers," "bump Night," "leaving work early," "difficulty filling licensed teacher positions," "workloads need to be considered and modified accordingly," "some teachers refuse to adapt to new ideas," and "morale."
- **Curriculum, Testing, and Opportunities for Students.** Survey takers had the needs and concerns of students on their minds. More than 65 survey takers commented about the school district's curriculum, testing, course offerings and/or opportunities for students. Words and phrases referenced about the "curriculum" include: "lack math curriculum," "lack of curriculum," "not enough training for teachers," "not enough industrial education and home economics classes," and "no science curriculum." Testing was specifically mentioned 11 times. Testing-related phrases noted include: "low test scores," "student attitude towards testing," "over-testing students," "lower test scores compared to other districts." Survey takers also expressed concern about the insufficient number of

opportunities for students. Phrases used to convey their concerns include: “need more course offerings but hard to do with small numbers,” “lack of programming,” “not a large number of offerings,” “not enough course choices,” “too much emphasis placed on sports over educational opportunities,” “inconsistent programming from one site to another,” “music/arts,” “more electives,” and “lack of class options for high school students.”

- **Leadership and Policy.** Leadership-related issues and/or concerns were referenced 52 times. Words and phrases used include: “treating staff and/or students in a consistent and fair manner,” “favoritism,” “bullying,” “student discipline,” “not treating all the schools in the district the same,” “drugs,” “lacking leadership,” “having rules with no enforcement,” “treat every school in the district fairly,” “inconsistent enforcement of district rules,” “drinking,” “intimidation,” “collaboration between staff and administration,” and “preferred treatment.”
- **Technology.** The word, “technology,” was mentioned 29 times. Words and phrases noted include: “insufficient training on technological learning tools/methods,” “so much technology and not enough tech support,” “unreliable technology,” “get rid of iPads,” “technology problems,” “technology integration,” “relying on technology too much,” “infrastructure,” “maintenance,” “implementation,” and “wasting money on technology.”
- **Fiscal Responsibility.** School district finance-related concerns were referenced 15 times. Words and phrases noted include: “financial management and managing school growth,” being “fiscally responsible to the community,” “need to watch finances to stay in good condition,” and “remaining fiscally sound without taxes being too high.”
- **Communication.** The word, “communication,” was mentioned 14 times. Phrases mentioned include: “lack of communication,” “lack structure for communication within and between buildings and with administration,” and “with the community.”

Results: Staff Perception Survey

The purpose of the “Perception Survey of St. Louis County School District” is to provide an opportunity for staff to provide input on the process of determining what the school district is doing well and areas that might need attention or focus as a part of the strategic planning process. The survey included 20 indicators of school district effective practices and operations. Survey takers were asked to rate each indicator using the scale provided below.

- 1= Strongly Disagree,
- 2=Disagree,
- 3=Neutral,
- 4=Agree, and
- 5=Strongly Agree.

A total of 64 school district staff completed the survey. The survey takers were asked to identify the role that best reflected the basis for their responses. The categories included: “School Board Member,” “Administrator,” “Teacher,” and “Support Staff.” Nearly 80% of survey takers selected “Teacher.”

Results of the Perception Survey of St. Louis County School District:

Based on the survey takers’ responses, the indicators with the highest number of school district staff selecting “Agree” or “Strongly Agree” are noted in the chart below.

Indicator	Responded A or SA
School district facilities are safe, secure, and well maintained.	74.19%
Policies and procedures are in place in regard to a safe, orderly, and caring environment that supports learning.	61.29%
The school district uses student achievement data to inform and improve instruction.	56.45%
The school district understands its role and responsibility in the process of education.	50.8%
The school district has an effective evaluation process in place for all school district staff.	49.2%
The school district consistently tries to find ways to take action to improve programs and services for students.	49.21%

The indicators and responses below reflect the percent of survey takers who selected “Disagree” or “Strongly Disagree” and the percent who selected “Neutral.”

Indicator	Responded D or SD	Response Neutral
The school district has a process to ensure that the school board-adopted curriculum for a course or grade level is being taught by all teachers.	44.43%	26.98%
The school district allocates funding for and alignment of resources needed to advance student learning and achievement.	41.27%	28.57%
School district leaders provide direction, support, and resources for quality curricular and co-curricular programs for students.	38.09%	36.51%
The school district seeks input from both internal and external stakeholders on key decisions regarding school district policies and practices.	34.92%	49.21%
Multiple methods of communicating with stakeholders	37.09%	40.32%

Survey takers were somewhat evenly divided relative to the following statements:

- Nearly one-third (33.33%) of survey takers agreed and another one-third (30.16%) disagreed with the statement, “The school district does an excellent job of educating all students.” Also, 36.51% of survey takers selected “Neutral.”
- About as many survey takers agreed (38.1%) as disagreed (33.33%) with the statement, “School district leaders are visible and accessible throughout the school district and community.” Another 28.7% selected “Neutral.”

- Approximately, one-third of survey takers agreed (34.92%) and another one-third (33.34%) disagreed with the statement: “The entire school district is committed to long-range, continuous improvement and has agreement on a shared purpose and direction for the school district.” In addition, 31.75% selected “Neutral.”

Addendum C

Environmental Scan: Strengths, Weaknesses, Opportunities, and Threats

Committee members conducted an analysis of the School District to identify Strengths, Weaknesses, Opportunities, and Threats (S.W.O.T.). The Committee members analyzed five areas of School District operations including: Technology, Student Achievement, Student Support, Communication/Community Involvement, Finance/Buildings and Grounds, and Personnel. The results of the Committee’s analysis is provided below by operation.

Student Achievement: The area of student achievement includes the following topics and concerns: curriculum and instruction, teaching and learning, results of standardized testing, assessments, academics, arts (music), co-curricular activities (athletics, clubs, band, choir, theatre, etc.).

<p>Strengths</p> <ul style="list-style-type: none"> • School district has /recognizes many types of student achievement • Personalized learning plans used • Many supports available for student achievement: Title I, Indian Education, Adaptive Physical Education (P.E.) • A.L.I. classes • C.E.P. Classes • Early childhood opportunities • Large number of students receive college/university scholarships • High rate of graduation 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Lower test scores than expected • Elementary/secondary curriculum alignment • Inconsistent rigor within and between grades and between buildings • Limited electives • Early childhood opportunities • Negative overall view of state assessments – are not formative • Supports (lacking in some areas)
<p>Opportunities</p> <ul style="list-style-type: none"> • Continuing to implement best practices • Room for growth in student achievement • Parent/community involvement • Many political opportunities • Mining industry • Iron Range Resources and Rehabilitation Board (I.R.R.R.B.) • Education Improvement Plan (I.E.P.) 	<p>Threats</p> <ul style="list-style-type: none"> • Area geography • Funding • Homelessness • Attendance • Teacher turnover • Poverty • Pathway I and II • Mining industry • Family supports • Open-enrolled students • Paperwork (reports, rules, regulations, accountability) • Chemical abuse in student populations and community • Parents’ attitudes

Student Support: The area of student support includes the School District’s counseling, social work, psychologist, food service programs, and school nursing services. Student support also includes programming designed to support student learning and attendance, such as truancy prevention, remedial courses, and summer school. This area also includes peer helper programs.

<p>Strengths</p> <ul style="list-style-type: none"> • Adapt • Tutors • Before and after school care • Technology • Early Childhood Special Education (E.C.S.E.)/Special Education • Targeted Services • Volunteers in Education (Vin.E.) • Counselors • Foster Grandparent program • Parent volunteers • Health services • Peer mentor • Child Care • Title I • Indian Education • Local churches • E.C.F.E./Learning readiness • School lunch program 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Limited access at some schools in some areas – online speech and staffing issues • Not all services are available at all schools • Offerings based on staff availability • Implementation is not consistent • Lack of licensed special education teachers
<p>Opportunities</p> <ul style="list-style-type: none"> • Head Start Partnership – more opportunity • Student participation • Partnerships • Technology 	<p>Threats</p> <ul style="list-style-type: none"> • Head Start Partnership – jeopardizes E.C.F.E. • Funding • Number of students • Regulations – Title I – Quality • Licensure issues • Lack of access to internet at home

Communication/Community Involvement: Communication includes all methods of communication used by the School District, school buildings, grade levels, and programs to communicate with internal and external stakeholders. Community involvement includes parent involvement-related activities and opportunities, School District staff participation and/or attendance at community functions, and School District participation on city, county, and regional boards and commissions.

<p>Strengths</p> <ul style="list-style-type: none"> • Technology investment • Local newspapers 	<p>Weaknesses</p>
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<ul style="list-style-type: none"> • Supportive stakeholders • Schools celebrate successes • Strong leadership 	<ul style="list-style-type: none"> • Redistricting viewed negatively divided communities (local is better thinking) • School district's size – so large can't connect with other towns on a regular basis or at all • School district's website needs improvement – difficult to navigate
<p>Opportunities</p> <ul style="list-style-type: none"> • Sharing staff • Improved social interactions with communities • Expand technology to the school district's advantage • Cooperate with other entities to provide staff development 	<p>Threats</p> <ul style="list-style-type: none"> • Negative – bad press • Open enrollment – lose of students to other school districts/schools • Staying on top of communication and technology changes over the years

Finances/Buildings and Grounds and Transportation: The areas of finances and buildings and grounds includes all aspects of budget development, implementation, and oversight and payroll and accounts payable. Buildings and grounds includes all planning-related activities, anticipating and budgeting repairs and maintenance, and ensuring buildings and grounds are safe and secure. This category also includes all transportation-related topics and concerns.

<p>Strengths</p> <ul style="list-style-type: none"> • Facilities – new/remodeled • Finances 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Geography: utilizes resources, impact on bussing • Septic tanks – rural needs
<p>Opportunities</p> <ul style="list-style-type: none"> • Participation – being a part of a school or the school district • Work more with neighbors 	<p>Threats</p> <p>Losing enrollment to neighboring school districts</p>

Personnel: The category of personnel includes all human resource management-related activities including hiring, training, mentoring, evaluation, and retention issues. Personnel-related topics pertain to licensed and non-licensed staffing, contract negotiations and management, at-will employees, staff development, and terms and conditions of employment (benefits, insurance, etc.).

<p>Strengths</p> <ul style="list-style-type: none"> • Diverse educators: age, background, experience of staff • Establish student/teacher/parent/community relationships • Size of school district (geographical) • Q Comp 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Teachers/students learning styles clash • Teachers don't live in the community • Staff development • Staff/Administration communications/relationships perceptions (small schools) • Staff resist change
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<ul style="list-style-type: none"> • Positive attitudes with staff and/or community • Great place to live • Seeking “best practices” in curriculum and instruction 	<ul style="list-style-type: none"> • Weak continuity in staffing, programming
<p>Opportunities</p> <ul style="list-style-type: none"> • Early Childhood Family Education (E.C.F.E.) (pre-14) C.E.P. • School age child care (S.A.C.C.) • Natural resources, new mining, timber, lakes • Collaborate with C.E.P. • Q Comp • Credit payments to staff • Site-based decision-making • Reach out to partnerships in community 	<p>Threats</p> <ul style="list-style-type: none"> • Public perceptions/board • Negative attitudes • Lack of support from administration • Approximately 20% homeschoolers/open enrollment • Staff morale • Staff reductions/bump night/negotiations • Aging demographics • Ability to attract young people • Lack of businesses (new)

Technology: The category of technology includes all technology purchases, infrastructure, staff development, student learning needs, curriculum and instruction, and long-range funding and planning.

<p>Strengths</p> <ul style="list-style-type: none"> • State of the art technology in place – provide a wide range of tools • Infrastructure in place to handle the technology currently in place • Supportive leadership who considers technology a priority 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Not all staff feels confident to utilize technology • Technology support is heading in the right direction but still not completely in place • Training – always need more • Generation Gap – not all people are “Digital Natives”
<p>Opportunities</p> <ul style="list-style-type: none"> • Part of E.I.P. - networking, telepresence • Have knowledgeable staff • School district-wide systems being utilized • Technology in the hand of every student • Curriculum and technology integration on staff • Partner with parents to help with guidelines for appropriate use 	<p>Threats</p> <ul style="list-style-type: none"> • Cost of updating infrastructure/tools • Frustration: staff, students, and parents • Families still are without internet at home – are at a disadvantage • Building “techs” are also teachers

ST. LOUIS COUNTY SCHOOL DISTRICT STRATEGIC PLAN

MISSION STATEMENT

The mission of the St. Louis County School District is to provide a high-quality education that empowers all students to be career, college, and community ready.

BELIEFS AND VALUES

The St. Louis County School District commits itself to the following beliefs and values:

- A student's education is a shared responsibility of the student, family, school, and community.
- All students have the right to be educated.
- All individuals are to be valued for their diverse talents, backgrounds, cultures, and viewpoints.
- Local resources and industries provide unique learning opportunities for students.
- The school district provides life-long learning opportunities from early childhood through community education.
- Community schools are effective schools.
- All schools will provide a safe, positive, and supportive environment.
- The school district has system-wide accountability for all students, staff, administration, and school board.
- The school district promotes outstanding performance of students and staff with emphasis on high academic standards.

VISION

The vision of the 2142 school district is to be a model of excellence where:

- Students are engaged and discover their individuality, love of learning, and demonstrate confidence and capacity for success with high academic standards.
- Curriculum and instruction is innovative, rigorous, and supported by partnerships inside and outside the classroom.
- Communities are connected in the education of their children and work cooperatively to prepare students with life skills.



St. Louis County Schools

Small Schools with Big Opportunities — Where Everybody is Somebody

STUDENT ACHIEVEMENT

GOAL: The school district will increase student achievement for all students throughout the school district.

OBJECTIVES

- Districtwide, all students will realize an upward trend based on the building MCA goals.
- Develop and implement a plan for the school district to provide a guaranteed and viable curriculum that is consistent in core subject areas throughout the school district.
- Design, identify, and implement best practice models resulting in highly motivated, intellectually vigorous learning environment.

STUDENT SUPPORT

GOAL: The school district will ensure that all students are school, career, college, and/or community ready.

OBJECTIVES

- By September 2015, develop and implement a plan to increase participation in Early Childhood programs.
- Implement necessary interventions for identified students needing academic, social, and/or emotional support.
- During the 2015-2016 school year, develop and implement a plan to provide academic, guidance and counseling, and career exploration support for the Personal Learning Plans of all high school students in the school district.

FINANCE

GOAL: Establish and maintain a two to three month of expenditure as the unassigned general fund balance.

OBJECTIVES

- By March 2016, develop and implement three- to five-year plans identifying financial support for the areas of buildings and grounds, technology, and curriculum and instruction.
- Work with the school district's financial consultant to establish five-year projection of both revenues and expenses.

COMMUNICATION

GOAL: The school district will promote a coordinated and effective two-way communication process throughout the school district and the communities.

OBJECTIVES

- Develop and implement a plan to produce information and communication that emphasizes the school district's educational programs, accomplishments of students and staff, and finances.
- Develop and Implement a plan to strengthen relations with parent and staff.
- Increase the number and frequency of visits to the school district and school building websites by parents, community members, and media outlets.

PERSONNEL

GOAL: Strive for long-term improvement and retention of quality staff to develop better continuity for students and community.

OBJECTIVES

- Develop and implement a plan to reduce the number of teachers with variances.
- Support all probationary teachers through career planning and licensure options.
- Track retention rates of probationary teachers over a five-year time frame.
- Encourage, assist, and train non-licensed staff to become "highly qualified" paraprofessionals.

ST. LOUIS COUNTY SCHOOL DISTRICT STRATEGIC PLAN

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- Community schools are effective schools.
- All schools will provide a safe, positive, and supportive environment.
- The school district has system-wide accountability for all students, staff, administration, and school board.
- The school district promotes outstanding performance of students and staff with emphasis on high academic standards.

VISION

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- Communities are connected in the education of their children and work cooperatively to prepare students with life skills.



St. Louis County Schools

Small Schools with Big Opportunities — Where Everybody is Somebody

STUDENT ACHIEVEMENT

GOAL: The school district will increase student achievement for all students throughout the school district.

OBJECTIVES

- Districtwide, all students will realize an upward trend based on the building MCA goals.
- Develop and implement a plan for the school district to provide a guaranteed and viable curriculum that is consistent in core subject areas throughout the school district.
- Design, identify, and implement best practice models resulting in highly motivated, intellectually vigorous learning environment.

STUDENT SUPPORT

GOAL: The school district will ensure that all students are school, career, college, and/or community ready.

OBJECTIVES

- By September 2015, develop and implement a plan to increase participation in Early Childhood programs.
- Implement necessary interventions for identified students needing academic, social, and/or emotional support.
- During the 2015-2016 school year, develop and implement a plan to provide academic, guidance and counseling, and career exploration support for the Personal Learning Plans of all high school students in the school district.

FINANCE

GOAL: Establish and maintain a two to three month of expenditure as the unassigned general fund balance.

OBJECTIVES

- By March 2016, develop and implement three- to five-year plans identifying financial support for the areas of buildings and grounds, technology, and curriculum and instruction.
- Work with the school district's financial consultant to establish five-year projection of both revenues and expenses.

COMMUNICATION

GOAL: The school district will promote a coordinated and effective two-way communication process throughout the school district and the communities.

OBJECTIVES

- Develop and implement a plan to produce information and communication that emphasizes the school district's educational programs, accomplishments of students and staff, and finances.
- Develop and Implement a plan to strengthen relations with parent and staff.
- Increase the number and frequency of visits to the school district and school building websites by parents, community members, and media outlets.

PERSONNEL

GOAL: Strive for long-term improvement and retention of quality staff to develop better continuity for students and community.

OBJECTIVES

- Develop and implement a plan to reduce the number of teachers with variances.
- Support all probationary teachers through career planning and licensure options.
- Track retention rates of probationary teachers over a five-year time frame.
- Encourage, assist, and train non-licensed staff to become "highly qualified" paraprofessionals.

St. Louis County School District Strategic Plan: Action Plan

School District Goal 1: Increase academic achievement for all students throughout the school district.

Action: What will be accomplished?	Tasks: What specific steps will be carried out to meet the identified action?	Responsibility: Who will do it?	Resources: What specific resources are needed? (people, funding, time)	Communication: To whom? How often?	Timeline: What is the expected date of completion?
Develop yearly plans for increasing MCA scores.	The following data sessions: Administrators attend data workshop. Principals meet with teachers to set goals. Teachers meet to set goals for students.	Administration, teacher leaders, teachers	Time to meet Funding for workshops Funding for student incentives.	Q-Comp Meeting Staff Meetings Administration Meetings	Initial Meetings when data is available in August. Meet through the year.
Develop and implement a plan for the school district curriculum.	Develop an updated curriculum cycle. Meet with content area specialist to determine needs. Utilize rubrics for evaluation of curriculum.	Curriculum Director	Time Funding	Communication with: Superintendent is on-going. Board is with curriculum committee.	On-going
Design, identify and implement best practice models resulting in highly motivated, intellectually vigorous learning environment.	Develop a plan and schedule of staff development activities to address the diverse needs of our teachers in their instructional environments.	Curriculum Directors Q-Comp Director Principal Teachers	Time Funding	Administration Meetings Board Updates	Plan complete by September 1, 2015 On-going

St. Louis County School District Strategic Plan: Action Plan

School District Goal 2.: Ensure that all students are school, career, college, and/or community ready.

Action: What will be accomplished?	Tasks: What specific steps will be carried out to meet the identified action?	Responsibility: Who will do it?	Resources: What specific resources are needed? (people, funding, time)	Communication: To whom? How often?	Timeline: What is the expected date of completion?
Develop and implement a plan to increase participation in Early Childhood programs.	Meet with partners to discuss options for partnerships. Monitor changes in legislation impacting Early Childhood programs.	Superintendent and Early Childhood Coordinator	Time Money	Semi-annual meetings with the board	On-going
Implement necessary interventions for identified students needing academic, social, and/or emotional support.	Develop an intervention plan. Outline available interventions available to address student needs. Outline lists of interventions for students at specific levels and with specific needs.	Administration Team	Time	Administration Meetings	On-going
Develop and implement a plan to provide academic, guidance and counseling, and career exploration support for the PLP of all high school students in the school district.	Train staff using MCIS: Personal learning plans Career Inventories Interest Inventories College preparation	Administration Team Counselors	Time for counselors to train staff	Counselors and principals will share at administration meetings and in board updates.	Implementation by September 2015. On-going

Develop a plan for counselors to meet with high school advisor groups.	Train counselors and develop a plan for meetings with students during advisor time.	Administration team and counselors.	Time	Administration Meeting	On-going
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St. Louis County School District Strategic Plan: Action Plan

School District Goal 3.: Promote a coordinated and effective two-way communication process throughout the school district and the communities.

Action: What will be accomplished?	Tasks: What specific steps will be carried out to meet the identified action?	Responsibility: Who will do it?	Resources: What specific resources are needed? (people, funding, time)	Communication: To whom? How often?	Timeline: What is the expected date of completion?
Develop a marketing plan to address district communications.	Inventory all current strategies and determine areas of need. Create a plan to address needs.	Superintendent and administration team will complete assessment.	Time	Report to board of marketing plan.	Ongoing
School Spirit Days	Develop a plan for school spirit days.	Administration team.	Financial Time	Report to the board.	Annual event

St. Louis County School District Strategic Plan: Action Plan

School District Goal 4.: Establish and maintain a two to three month of expenditure as the unassigned general fund balance.

Action: What will be accomplished?	Tasks: What specific steps will be carried out to meet the identified action?	Responsibility: Who will do it?	Resources: What specific resources are needed? (people, funding, time)	Communication: To whom? How often?	Timeline: What is the expected date of completion?
Establish a plan to address needs and financial support needed in buildings and grounds, technology, and curriculum and instruction.	The superintendent will gather information from each of the specific areas. The superintendent will work with district staff to develop a 5 year plan.	Superintendent will work with district staff to develop a plan.	Superintendent District Staff	The superintendent will report to the board throughout the process.	March 2016
Establish a 5 year plan addressing: Projection of district enrollment and plan accordingly for staffing needs. Alternative revenues to insure financial stability.	The superintendent will work with the district staff and the necessary resources to address issues related to all aspects of the revenue and expenditures for the district.	The Superintendent, district staff, outside resources.	Superintendent District Staff Outside resources	Annual update	Ongoing

St. Louis County School District Strategic Plan: Action Plan

School District Goal 5.: Strive for long-term improvement and retention of quality staff to develop better continuity for students and community.

Action: What will be accomplished?	Tasks: What specific steps will be carried out to meet the identified action?	Responsibility: Who will do it?	Resources: What specific resources are needed? (people, funding, time)	Communication: To whom? How often?	Timeline: What is the expected date of completion?
Develop and implements a plan to reduce the number of teachers with variances.	Attend annual job fair. Counsel teachers to help them secure three year non-renewable license. Partner with MREA to encourage changes to licensing statutes.	Superintendent and administration team.	Expenses related to the Minnesota Education Job Fair. Expenses related to attending MREA meetings	As needed in board reports. Report to the board on the number of variances.	Annual activities Ongoing
Support all probationary teachers through career planning and licensure options.	Provide mentors for all new teachers.	Building mentors and administrators	Funding for building mentors.	Mentors meet with new teachers throughout the school year and during school year preparation.	On-going
Encourage, assist, and train non-licensed staff to become “highly qualified” paraprofessionals.	Develop a plan to assist potential candidates in taking and passing the ParaPro assessment.	Superintendent and Administration team	Funding for reimbursements and mileage.	Administration Meetings	On-going Plan in place by start of 2015-2016

Addendum F

January 2015



Minnesota School Boards Association Strategic Planning

GLOSSARY OF EDUCATIONAL TERMS

21st Century Skills	The Center for 21 st Century Skills identifies the following skills as essential for success in the 21 st century: information literacy; collaboration; communication; creativity and innovation; problem solving; and responsible citizenship.
Achievement Gap	Persistent differences in achievement among different groups of students as indicated by scores on standardized tests.
ALC—Alternative Learning Center (state approved)	Must operate year round (school year starts in June) and serve at-risk students from two or more school districts (except for Minneapolis, St. Paul, Duluth, and Rochester schools). Students must have a CLP and can generate more than 1.0 ADM when membership exceeds statute minimums. (Refer to “LYPS.”) Can apply to provide an independent study program.
ALP—Alternative Learning Program (State Approved)	Schools that serve at-risk students during a traditional school year. Students must have a CLP and can generate more than 1.0 ADM, up to 1.2, when instruction exceed state minimums (refer to “LYPS”). An ALP is not eligible to apply for target services programs.
Alternative Assessment	Measures a student’s knowledge and mastery by having them exhibit through projects, essays, tasks, etc., rather than relying solely on the more traditional assessment which encourages students to memorize facts.
Alternative Calendar	Any calendar that varies from the traditional calendar. Year-round education is an alternative calendar.
AP—Advanced Placement or IB—International Baccalaureate	Opportunity offered to earn college credits for high school students.
At-Risk	Students who have experienced or are experiencing difficulty in the traditional education system and who meet the statute-defined criteria (M.S. 124D.68).
AYP	Adequate Yearly Progress

<p>Career and College Assessments— For students in grade 8 in 2012-13 and later</p>	<p>A series of career and college assessments beginning in 2014-15:</p> <ul style="list-style-type: none"> • <u>ACT’s Explore</u> is a required graduation assessment to provide information to grade 8 students, their parents, and educators about students’ achievement in reading, English, mathematics, and science. The assessment includes a career-interest survey. • <u>ACT’s Plan</u> is a required graduation assessment to provide information to grade 10 students, their parents, and educators about students’ achievement in reading, English, mathematics, and science. The assessment includes a career-interest survey. • <u>ACT’s Compass</u> is a graduation assessment provided to some students who, based on performance in grade 10, are not prepared for postsecondary success. Students who are eligible for the Compass are required to take it to meet graduation assessment requirements. • <u>ACT Plus Writing</u> is a required graduation assessment to provide information to grade 11 students, their parents, and educators regarding the level of preparedness for postsecondary success on a nationally recognized college entrance exam.
<p>Career and College Readiness</p>	<p>The knowledge and skills that high school graduates need in order to do credit-bearing coursework at a (two or four-year) college or university and/or to embark successfully on a career-track employment position.</p>
<p>Career Education</p>	<p>Organization of the curriculum (K-12) so that a student will receive appropriate information and opportunity for training about or in the world of work; does not necessarily imply attendance at an occupational or skill center.</p>
<p>Categorical Aids</p>	<p>Categorical revenue formulas are generally used to meet costs that vary significantly among districts (i.e. special education) or promote certain types of programs (i.e. literacy).</p>
<p>Charter School</p>	<p>A charter school is organized by teachers or parents and operated under a set of guidelines called a ‘charter.’ A charter school is, by statutory definition, a public school and part of the state’s public school system. Charter schools are organized and operate with the oversight of</p>

	a state-approved authorizer. A charter school is exempt from some statutes and rules that apply to other public schools and districts. Charter schools receive state funding as if they are a school districts but cannot levy taxes or issue bonds.
Class Load	Total number of classes or pupils taught by a teacher.
CLP—Continual Learning Plan	All students enrolled in an ALC, ALP, or other LYPS need to have a CLP that addresses their educational goals for the year. CLP must be updated annually.
Collective Bargaining	The process used by an organized group of union employees and their employers to make offers and counter-offers for the purposes of reaching a mutually acceptable written agreement.
College in the Schools	A term often used to refer to concurrent enrollment, and the branded title of the program offered by the University of Minnesota and its several campuses.
Common Core Standards	A set of evidence-based national standards in language arts and mathematics created by the National Governors Association and Council of Chief State School Officers. Minnesota adopted the Common Core English language arts standards in 2010 and required their implementation no later than the 2012-2013 school year. Minnesota has not adopted the common core mathematics standards.
Community Expert	A non-licensed individual from the “community” who teaches in a public or charter school on a limited basis—the Minnesota Board of Teaching must approve the application of each non-licensed community expert.
Compensatory Revenue	Compensatory revenue is provided to school sites based on the number of students at the site eligible for free or reduced priced meals. Districts must allocate the funding to each site where children who have generated the revenue are served.
Compensatory Revenue	Compensatory revenue is provided to school sites based on the number of students at the site eligible for free or reduced priced meals. Districts must allocate the funding to each site where children who generated the revenue are served.
Competency –Based Education	An organized system of teaching and learning to ensure mastery of prescribed skills and behaviors.
Concurrent Enrollment	A program that provides high school students with the opportunity to take college-credit bearing courses taught by college-approved high school teachers,

	generally on the high school campus. Students who successfully complete these courses generate both high school and transcribed college credit from the partnering postsecondary institution. Many people refer to these courses as College in the Schools.
Curriculum	School district or school-adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills and career and college readiness.
Developmental Delay	A “Primary Disability Classification” reported for students through age six as of September 1.
Dual Credit	Dual Credit allows high school students to earn both high school and college credit. Credit is awarded when the student passes the course. These courses are taught by college instructors and/or high school teachers who serve as adjunct professors. Dual Credit courses can be taught online, at the high school, or on a college campus.
Dual Enrolled	K-12 level students who are full-time at a K-12 school and receive ALC instructional services outside the school day and year, i.e., summer and after school. Both the K-12 school and ALC report the instructional time it provides to the student. A senior high school student may be enrolled in a post-secondary class or program.
ECSE—Early Childhood Special Education	A term used both as a grade classification of an individual student, i.e., a pre-kindergarten student (from birth to kindergarten) who has either an IEP/IFSP or who has received assessment for special education.
Education District	Education districts are formed by school districts to increase educational opportunities for pupils by increasing cooperation and coordination between school districts and post-secondary institutions. Education district boards must be comprised of board members who are currently serving on the local school boards of the participating school districts.
Elective	An elective is any of a number of non-required, credit-bearing studies from which a student is allowed to select.
English Language Proficiency Assessments	The ACCESS for ELLs and Alternative ACCESS for ELLs are the assessments administered to English learners in order to measure progress toward meeting Minnesota’s standards for English language development. Most

	English learners will take the ACCESS and ELLs, but English learners who received special education services and meet the participation guidelines may take the Alternate ACCESS for ELLs.
ESL—English as a Second Language	Bilingual education or limited English proficiency.
Flexible Learning Year (FLY)	A consortium of 22 school districts in southwest Minnesota who have applied for and received approval from the commissioner of education to start school before Labor Day for a 3-year period beginning with the 2013-2014 school year.
Four-Year Graduation Rate	The graduation rate is a four-year, on-time graduation rate based on a cohort of first time 9 th grade students plus transfers into the cohort within the four-year period minus transfers out of the cohort within the four-year period.
FTE—Full-Time Equivalent	The amount of employed time required in a part-time position expressed in proportion to that required in a full-time position with “1.0” representing a one full-time position. FTE may be expressed as a percentage or as a fraction and is derived by dividing the amount of employed time required in the part-time position by the amount of employed time required in a corresponding full-time position.
FY—Fiscal Year	A 12-month period between settlements of financial accounts. The school district fiscal year runs from July 1 through June 30. For example, fiscal year 2015 is equivalent to the 2014-2015 school year (July 1, 2014 – June 30, 2015).
General Education Aid	The largest share of the education finance appropriation, general education aid is intended to provide the basic financial support for the education program. General education aid is determined by multiplying the formula allowance by adjusted pupil units. The basic formula allowance is set by the legislature.
General Education Revenue	Composed mainly of state aid, the major funding program for school districts is comprised of basic general education revenue, basic skills revenue, training and experience revenue, sparsity revenue, transition revenue, equity revenue, operating capital revenue, and extended time revenue.
Graduation Requirements	For students beginning ninth grade in the 2004-2005 school year and later, students must successfully

	complete the following high school level course credits for graduation: (1) four credits of language arts; (2) three credits of mathematics encompassing at least algebra, geometry, statistics, and probability sufficient to satisfy the academic standard; (3) three credits of science, including at least one credit in biology; (4) three and one-half credits of social studies, including at least United States history, geography, government and citizenship, world history, and economics; or three credits of social studies encompassing at least United States history, geography, government and citizenship, and world history, and one-half credit of economics taught in a school’s social studies, agriculture education, or business department; (5) one credit in the arts; and a minimum of seven elective course credits. A course credit is equivalent to a student successfully completing an academic year of study or student mastery of the applicable subject matter, as determined by the local school district. An agriculture science course may fulfill a science credit in addition to the specified science credits in biology and chemistry or physics.
Heterogeneous Grouping	Grouping of students without regard for ability so that wide ranges of academic ability will be present.
Home School	A home school is a school in which parents teach their children on academic curriculum at home instead of sending them out to a public or private school. Minnesota law requires that a home school: report its yearly intent to begin or continue home schooling; submit required immunization information; and administer and maintain records of instruction and yearly testing of children attending the home school.
Homogeneous Grouping	Grouping students based on one or more common characteristics—most often, academic ability—and a “tracking system” is usually developed.
IEP—Individualized Education Program	A program that defines the individualized objectives of a child identified as having a disability and who is receiving special education services.
In-Service Education	General term used to describe the efforts to promote the professional growth and development of employees while on the job.
Instruction	Methods of providing learning experiences that enable a student to meet state and academic standards and graduation requirements.

Interdisciplinary	Instructional process which combines information from two or more subjects or creates a team situation that allows teachers with different academic disciplines to plan a teacher-learning program.
Learning Disabilities	A wide spectrum of disorders ranging from mild to severe that can include mental, physical, behavioral, and emotional disabilities.
LEP—Limited English Proficiency	English Language Learners (ELL), or bilingual education.
Lesson Plan	A teaching outline of the important points of a lesson arranged in the order in which they are to be presented; may include objectives, points to be made, questions to ask, references to materials, assignments, and evaluation methods or tools.
Levy	(Verb) To impose property taxes or special assessments on property. (Noun) The total of property taxes or special assessments on property imposed by a governmental unit.
Local Optional Revenue (LOR)	School districts are eligible for \$424 per pupil in LOR. LOR either reduces existing referendum revenue authority by \$424 per pupil, or, for districts with no referendum authority or with authority less than \$424 per pupil, allows for authorization of LOR up to the \$424 per pupil limit.
LYPS—Learning Year Program Site	State-approved programs that agree to operate on a year-round basis.
Mainstreaming	Moving disabled children from their segregated status in special education classes and integrating them with “normal” children in regular classrooms.
Master Teacher/Mentor	One who possesses considerable skill in teaching; selected to serve as supervising teacher or leader of a team when team teaching occurs.
MDE	Minnesota Department of Education
Mentor	An adult who serves in an advising, helping, listening, or tutoring capacity to another individual.
Minnesota Academic Standards	Five core academic content standards areas: language arts, math, science, social studies, and arts.
Multi-Age Grouping	Grouping students into classes across grade levels; for example, having students from kindergarten and first grade in a class together, not as a traditional combination class, but focusing instead on teaching to their ability and skill level rather than their age.

<p>Multiple Measurement Rating (MMR)</p>	<p>The MMR is Minnesota’s accountability system focused on closing the achievement gap and promoting high growth for all students. The MMR consists of four measurements: proficiency; student growth; achievement gap closure; and the graduation rate. The MMR is used to assign Title I schools to five groups:</p> <ul style="list-style-type: none"> • <u>Reward Schools</u>—these schools are the top 15 percent of Title I schools. • <u>Celebration Eligible</u>—these are the 25 percent of schools directly below the reward school cutoff. • <u>Continuous Improvement</u>—these are the bottom 25 percent of Title I schools that have not been identified as priority or focus. • <u>Focus</u>—the 10 percent of Title I schools with the lowest focus rating (the measure of the school district’s contribution to the state’s achievement gap.) • <u>Priority</u>—these are the 5 percent most persistently low-performing Title I schools based on the MMR.
<p>NCLB—No Child Left Behind</p>	<p>Federal law requiring comprehensive accountability from all states accepting federal education money.</p>
<p>On-Line Learning</p>	<p>An interactive course or program that delivers instruction to a student by computer, is combined with traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.</p>
<p>Open Enrollment-Enrollment Options</p>	<p>Various legislative-enacted programs that allow students to attend a school district other than the school district of residence or a post-secondary institution without paying a tuition charge.</p>
<p>Outcome-Based Education</p>	<p>Aligning the curriculum, instruction, and student assessment to objectives or goals for student knowledge, skill, or effect which have been clearly defined; students progress as they master these outcomes rather than by time or age factors.</p>
<p>Paraprofessional</p>	<p>A non-certified individual who assists teachers with non-teaching tasks (also called a “para,” a “teacher’s aide,” or a “classroom aide”).</p>
<p>Performance-Based Assessment</p>	<p>A type of alternative assessment by which students demonstrate what they know and are able to do using non-traditional tests.</p>

Personal Learning Plan—PLP	Legislation requiring all students entering 9 th grade to have a personal learning plan or PLP. The PLP should include academic scheduling, career exploration, 21 st century skills, community partnerships, college access, all forms of post-secondary training, and experiential learning opportunities.										
Positive Behavioral Interventions and Supports (PBIS)	PBIS is a Minnesota Department of Education initiative designed to help schools implement a proactive strategy for defining, teaching, and supporting student behavior resulting in academic and social gains and a positive school environment.										
Professional Learning Communities—PLCs	A PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students.										
Property Tax Levies	Property tax levies are made with voter approval, or at the discretion of individual school boards, usually up to set limits or for expenditures authorized in law by the legislature.										
PSEO	An abbreviation that refers to “Postsecondary Enrollment Option,” a program that allows high school students to earn college credit while still in high school through enrollment and successful completion of college-level courses. With traditional PSEO, these courses are generally offered on the campus of the postsecondary institution.										
PU—Pupil Units	Also known as “Weighted ADM,” and “PUs,” the figure that determines state aid and levies—the weighting factors are as follows: <table style="margin-left: 40px;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>FY15</u></th> </tr> </thead> <tbody> <tr> <td>• Kindergarten</td> <td>1.0 Pupil Units (full-day) .55 (half-day)</td> </tr> <tr> <td>• Grades 1-3</td> <td>1.0 Pupil Units</td> </tr> <tr> <td>• Grades 4-6</td> <td>1.0 Pupil Units</td> </tr> <tr> <td>• Grades 7-12</td> <td>1.2 Pupil Units</td> </tr> </tbody> </table>		<u>FY15</u>	• Kindergarten	1.0 Pupil Units (full-day) .55 (half-day)	• Grades 1-3	1.0 Pupil Units	• Grades 4-6	1.0 Pupil Units	• Grades 7-12	1.2 Pupil Units
	<u>FY15</u>										
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• Grades 1-3	1.0 Pupil Units										
• Grades 4-6	1.0 Pupil Units										
• Grades 7-12	1.2 Pupil Units										
Q-Comp	Additional revenue to be used for teacher compensation provided to school districts which have an MDE-approved agreement between the school board and teachers’ union (also known as the “Alternative Teacher Professional Pay System” (or “ATPPS)).										
Referendum Revenue	Referendum revenue allows districts to increase their general fund revenue with the approval of voters in the										

	district, and, in limited cases, by school board approval (up to \$300 per pupil unit).
Required Academic Standards	The following areas are required for statewide accountability: language arts; mathematics; science; social studies; physical education; health; and the arts (M.S. 120B.021).
Safe and Supportive Skills Act	Requires school districts to adopt or amend existing school board bullying prohibition policy to meet the requirements of the law; requires the distribution of the policy; outlines ways the policy should be communicated; requires training for employees; outlines requirements for schools including how to address bullying; indicates the time frame for commencing investigation; prohibits retaliation; and provides a clear definition of what constitutes bullying.
School Readiness	The skills, knowledge, behaviors, and accomplishments that children should know and be able to do as they enter kindergarten in the following areas of child development: physical development; the arts; personal and social development; language and literacy; and mathematical thinking. A common measure of this readiness is the Early Childhood Indicators of Progress Assessment.
School Within a School	A state-approved ALC program through which at-risk elementary and middle/junior high students receive ALC services during at least 25 percent of their school day.
School-Age Child Care (S.A.C.C.)	S.A.C.C. is a child-care program, typically run by Community Education, that provides child care after and/or before school for elementary-aged students.
Shared Time	Non-public students receiving eligible public school instructional services and generating shared-time foundation aid based on the portion of the school day during which they are enrolled in the public school.
Small Schools Revenue	School districts, excluding charter schools, with fewer than 960 pupil units qualify for small schools revenue, with the revenue amount per pupil increasing as the enrollment size of the district decreases.
Special Education	Special Education is a broad term used to describe specially designed instruction that meets the unique needs of a child who has a disability. These services are provided by the public school district. The Individuals with Disabilities Act (IDEA) identifies and defines 13 categories of special education. A child who qualifies

	for services is required to have an IEP designed to help the child achieve academic success in the least restrictive environment despite their disability.
Standardized Test	Evaluation instrument given under similar, controlled circumstances to many individuals.
Standards-based Accountability Assessments	The Minnesota Comprehensive Assessments (MCAs) and alternate assessment, Minnesota Test of Academic Skills (MTAS), are the statewide tests that help school districts measure student progress toward Minnesota’s academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students take one test in each subject. Most students take the MCA, but students who receive special education services and meet eligibility criteria may take the MTAS. The assessments are given in reading in grades 3-8 and 10; in mathematics in grades 3-8 and 11; and in science in grades 5, 8, and 10.
State Standards	Core academic standards in language arts, math, science, social studies, and the arts.
Strategic Planning	A process used by the school district to concentrate all efforts, activities, resources, and energies toward achieving a common purpose (mission, objectives, strategies, and action plans are parts of a strategic plan); plans are developed by consensus of school district and community participants and have as a basis their commonly held beliefs and values.
Targeted Services (ALC)	A state-approved program for at-risk elementary and middle/junior high students during the summer or outside of the normal student day but only available if the ALC has a school-within-a-school program for such students and if those students have CLPs and receive ALC services year round.
Targeted Services (Title I)	Federal program to provide additional instructional services to targeted students. No additional general education revenue is provided.
Team Teaching	Two or more teachers cooperatively planning, teaching, and evaluating the progress of their students.
Tenure	Continuing-contract status attained by teachers and principals after a specified number of years of satisfactory service (see M.S. 122A.40 or – for “cities of the first class” – M.S. 122A.41).
WADM—Weighted Average Daily Membership	Refer to “Pupil Units.”

<p>WBWF—World’s Best Workforce</p>	<p>Striving to meet school readiness goals; have all 3rd grade students achieve grade-level literacy; close the achievement gap among all social and ethnic groups of students and between students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school. The WBWF legislation requires a school district advisory committee, a strategic plan, an annual public meeting to review the plan, and publication of an annual report on the plan (M.S. 120B.11).</p>
<p>Year Round</p>	<p>Can refer to a variety of programs: schools extending the school year over a 10- to 12-month period with the number of instructional days being no greater than the number in a traditional school year; the requirement that state-approved “learning year programs” must provide instruction year round during each of the 12 months; students on IEPs who require extended year- or year-round services.</p>