

**YELLOW  
MEDICINE  
EAST  
PUBLIC SCHOOLS  
Strategic Plan  
2015-2020**



***“Provide a caring environment of high expectations that prepares every student for a successful future and instills the value of learning.”***



## **Introduction**

The Yellow Medicine East Independent 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 Yellow Medicine East Independent School District. In addition, MSBA consultant(s) collected opinions and ideas from 124 School District staff and community members who completed an online survey titled, “Yellow Medicine East Schools Strategic Planning Survey.” 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 Yellow Medicine East School Board as it sets policy and provides direction.

## **Yellow Medicine East School Board**

The Yellow Medicine East School Board is comprised of seven elected members. Below is a list of Yellow Medicine East School Board members.

Grant Velde – Chair	Sharon Rupp
Jane Hagert	Steve Rupp
Dawn Odegard	Steven Zumhofe
Tim Opdahl	

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 Yellow Medicine East Independent School District is located in Yellow Medicine County in southwestern Minnesota. The Upper Sioux Indian Reservation is located within Yellow Medicine County. Most of the School District’s students are from the communities of Clarkfield, Echo, Granite Falls, Hanley Falls, Hazel Run, and Woodlake. The School District maintains two school buildings in the town of Granite Falls.

The area economy is fueled by agriculture, tourism, and small businesses. The area offers a range of seasonal recreational activities and options and music and arts opportunities.

Yellow Medicine East Independent School District offers a variety of academics and co-curricular activities and support programs for its students.

### **Methodology**

Planning for the future of the Yellow Medicine East Independent School District proceeded in four phases as outlined below. The Yellow Medicine East Independent School District Strategic Plan summary also includes a glossary of terms. See Addendum E.

#### **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 (Committee). See Addendum A for the list of Committee members.

#### **Phase II - Conducting Community and School District Staff Input-Related Survey**

During this phase, MSBA consultant(s) provided an online survey that was completed by 124 School District staff and community members. The survey was embedded in the School District's website for community and School District staff to complete. Information gathered from the survey 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 Committee three times. The Committee consisted of 26 people representing a cross-section of the school community and included community members, parents, and staff.

**Mission, Beliefs, and Vision Statements:** On April 29, 2015, the Committee convened, and the members reviewed and reworked the School District's existing mission statement. In addition, the Committee developed School District beliefs and vision statements. All Committee members present participated in the discussions and activities. Following the first planning meeting, the MSBA consultant(s) prepared a working draft of the Committee's mission, beliefs, and vision statements and distributed the draft to the superintendent and Committee members prior to the second planning meeting.

**Data Analysis and State-of-the-School District:** During the second meeting, held on May 13, 2015, 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 superintendent provided information about the School District. The MSBA consultant(s) provided a written summary of the online survey. The Committee also 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, Personnel/Technology, Finance/Buildings and Grounds, and Communications/Community Relations. 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 third planning meeting.

**Develop Goals and Objectives:** On June 3, 2015, the Committee met for the third 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. The superintendent 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 January 11, 2016, meeting.

## **Addendum A**

### **2015 Strategic Planning Committee Members**

#### **School Board Members**

Jane Hagert  
Dawn Odegard  
Tim Opdahl  
Sharon Rupp  
Steve Rupp  
Grant Velde  
Steve Zumhofe

#### **School District Administrators**

Dr. Rick Clark  
Lisa Hansen  
Ryan Luft

#### **School District Staff Members**

Deb Beckler  
Liz DeBlieck  
Sheila Koepke  
Peggy Kvam  
Jeff Lalim

#### **Community Members**

Danielle Almic  
Nate Dahlager  
Melissa Fagen  
Melanie Gatchell  
Karen Jacobson  
Jeremy LeBlanc  
Amanda Lecy  
Tamara McCosh  
Dave Smiglewski  
Michelle Vavrika  
Ron Winter

## **Addendum B**

### **Summary of the Yellow Medicine East Schools Strategic Planning Survey**

#### **Overview**

The school board of Yellow Medicine East Schools approved a process for developing a strategic plan. The strategic planning process included an opportunity for the school district's 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. The "Yellow Medicine East Schools Strategic Planning Survey" was available for the school district's staff and residents to provide feedback. The survey was open for the school district's staff and/or residents to provide input from April 29, 2015 through May 7, 2015. This document provides a summary of the survey.

**Yellow Medicine East Schools Strategic Planning Survey:** A total of 124 people responded by filling out the "Yellow Medicine East Schools Strategic Planning 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.

- 61% of respondents selected "Parent,"
- 28% of respondents selected "Staff Member,"
- 11% of respondents selected "Community Member," "Business Owner," or "Student."

**Survey Questions:** The "Yellow Medicine East Schools Strategic Planning 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 Yellow Medicine East Schools?
2. What do you consider to be the top three concerns facing the Yellow Medicine East Schools?

The MSBA consultant(s) 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 Yellow Medicine East Schools?"

- **Staff.** The words, "teachers," "staff," and "principal/administration," were referenced a combined total of 62 times. Words and phrases used to describe the staff include: "caring" (10 mentions), "great teachers" (5 mentions), "excellent," "dedicated," and "hardworking." Words and phrases used to describe administration include: "caring," "visible," "trying hard to make the schools better," and "willing to go the extra mile."
- **Students.** The word, "student," was referenced 20 times. Words and phrases used to describe students include: "involved," "diversity," and "accepting nature." The

respondents noted the school district is striving to provide “opportunities for student growth” and “resources” and “wants the best for students.”

- **Classes and Courses.** The words, “classes” and “courses,” were referenced for a combined total of 10 times. Words and phrases used to describe the school district’s classes and courses offered include: “variety,” “ample,” “solid,” “great,” and “real-world/skill training.”
- **Buildings, Facilities, Campus, and Location.** The words, “buildings,” “facilities,” “campus,” and “location,” were referenced a combined total of 7 times. Words and phrases used to describe the school district’s buildings and facilities and location of the campus include: “nice,” “good,” and “great location.”
- **Community.** The word, “community,” was referenced 7 times. Commonly used words noted include: “small and close-knit,” “diverse,” and “involvement.”
- **Technology.** The word, “technology,” was referenced 6 times.
- **Small Class Sizes and Small Size.** The phrases, “small class sizes” and “small size,” were referenced a combined total of 5 times.

**Issues and Concerns Facing 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 issues and concerns facing the Yellow Medicine East Schools?”

- **Student Safety, Attendance, and Behavior.** The word, “student,” was referenced 24 times. Survey takers had the needs and concerns of students on their minds. Concerns mentioned include: “safety,” “lack of understanding individual student personalities and finding a way to a positive school experience for student and staff,” “student behaviors – attendance, assignment completion, respect, etc.,” and “bullying” (7 mentions).
- **Budget, Financial, and Money.** The words, “budget,” “financial,” and “money,” were referenced for a combined total of 16 times. Words and phrases noted include: concern about “major budget cuts,” “budget restraints,” and “financial stability.”
- **Staff and Teachers.** The words, “staff” and “teachers,” were referenced 14 times. Issues and concerns raised include: “losing quality staff,” need better “communication between administration and staff,” “retaining teachers,” and “overburdened.”
- **Academic(s), Curriculum, Testing, and Opportunities for Students.** Survey takers had student learning and achievement on their needs as well. The word, “academic(s),” was referenced 6 times. Concerns mentioned include: “need industrial tech programs,” “failing sports programs,” “balance programming for all student learners,” and insufficient “test scores.” The phrase, “test scores,” was referenced 6 times. Words used to describe test scores include: “low” and “struggling.”
- **Student Enrollment.** The word, “enrollment,” was referenced 9 times. Words and phrases used to describe enrollment include: “declining” and “open enrollment – too many kids open enrolling to other schools.”
- **Class Size.** The phrase, “class size,” was referenced 7 times. Phrases used to describe class size include: “not small enough” and “shrinking.”
- **Lack of Updated Technology.** The word, “technology,” was referenced 7 times. Words and phrases noted include: “outdated” and “the school needs to invest in technology and have a plan to do so on a regular basis.”



- **Parental Involvement.** The word, “parent,” was referenced 6 times. Words and phrases used to describe parents include: “lack of involvement” and “getting parents to buy into their child’s education.”
- **Building and Facilities.** The words, “building” and “facilities,” were referenced for a combined total of 5 times. Words and phrases used to describe the facilities and buildings include: “look poor and rundown inside” and “outdated.” Other phrases noted include: concern about “major security risks throughout” and “falling behind.”

**Addendum C**

**Environmental Scan: Strengths, Weaknesses, Opportunities, and Threats (S.W.O.T.)**

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 are 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 style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Caring staff</li> <li>• Increased morale</li> <li>• Test scores are improving</li> <li>• Variety and high quality electives</li> <li>• Post Secondary Education Options (PSEO) classes</li> <li>• Students have a connection with all staff</li> <li>• Technology</li> <li>• Narrowing initiatives (focus)</li> </ul>	<p style="text-align: center;"><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Low test scores and learning gap that exists</li> <li>• Concern about cheating</li> <li>• Group work too much so some kids slide by</li> <li>• Lack of accountability</li> <li>• “Good enough” attitude – status quo</li> <li>• Turnovers of administration</li> <li>• Technology used inappropriately</li> </ul>
<p style="text-align: center;"><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Career readiness programs</li> <li>• Summer school</li> <li>• Kindergarten camp</li> <li>• BUZZ club</li> <li>• The Academy</li> <li>• EXCEL program</li> </ul>	<p style="text-align: center;"><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Limited funds</li> <li>• Declining parental stability and involvement</li> <li>• Pressure to meet the standards</li> </ul>

**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.

<p style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• School pride</li> <li>• Social workers</li> <li>• Breakfast</li> <li>• Integration program</li> <li>• ECFE</li> </ul>	<p style="text-align: center;"><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Inconsistent treatment of students</li> <li>• Gifted and Talented</li> <li>• Does every student have a caring adult?</li> </ul>
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<ul style="list-style-type: none"> <li>• Variety extracurricular</li> <li>• MN West in town</li> </ul>	<ul style="list-style-type: none"> <li>• Test scores low</li> <li>• School pride</li> </ul>
<p style="text-align: center;"><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Ways to work with MN West</li> <li>• KCC</li> <li>• H.S. helpers</li> <li>• Volunteers time</li> </ul>	<p style="text-align: center;"><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Open enrollment out of district</li> <li>• Charter schools</li> <li>• Lack of unity among communities in district</li> <li>• Funding</li> </ul>

**Personnel/Technology:** The category of personnel/technology 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.).The category of technology includes all technology-related planning, infrastructure, staffing, and purchases.

<p style="text-align: center;"><b>Strengths</b></p> <p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>• Dedicated staff</li> <li>• Advanced degrees</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Technology coordinator</li> </ul>	<p style="text-align: center;"><b>Weaknesses</b></p> <p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>• Funding</li> <li>• Difficult to retain (esp. H.S.)</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• State funding</li> <li>• Hardware</li> <li>• Outdated wiring (Elem.)</li> </ul>
<p style="text-align: center;"><b>Opportunities</b></p> <p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>• Retain staff via community support and activities</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Room for expansion</li> <li>• Staff want to do more</li> </ul>	<p style="text-align: center;"><b>Threats</b></p> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li>• Two charter schools are located in the school district</li> </ul>

**Finances/Buildings and Grounds:** The area: 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 style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Positive fund balance</li> <li>• Old building with character</li> <li>• Updated track</li> </ul>	<p style="text-align: center;"><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Old building – outdated</li> <li>• Limited funds, lack of – can’t support programs</li> <li>• Lack of athletic facilities, practice space</li> </ul>
<b>Opportunities</b>	<b>Threats</b>

<ul style="list-style-type: none"> <li>• November 3</li> <li>• KCC</li> <li>• Greenhouse – Bush grant</li> </ul>	<ul style="list-style-type: none"> <li>• Unfunded mandates</li> <li>• Rising special education costs</li> <li>• Legislative decisions</li> <li>• Open/declining enrollments</li> </ul>
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**Communications/Community Relation:** 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 style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Community support/tax base</li> <li>• Local newspaper columns</li> <li>• Elective options at M.S./H.S.</li> </ul>	<p style="text-align: center;"><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Don't brag enough – tell our own story</li> <li>• Rumors/misinformation – student/adult perception</li> <li>• Who we “usta” be</li> <li>• Open enrollment “out”</li> </ul>
<p style="text-align: center;"><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• District newsletters to all residents in tax base – brag – share the “good stuff”</li> <li>• Contact/solicit open enrolled kids to come back or come</li> <li>• Staff development with charter schools</li> </ul>	<p style="text-align: center;"><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Ag-based community affected by climate and good years</li> <li>• Diverse community</li> <li>• Negative perceptions in community – we don't control our message – manage our message</li> </ul>

# Yellow Medicine East Public Schools



## YELLOW MEDICINE EAST PUBLIC SCHOOLS STRATEGIC PLAN

### MISSION STATEMENT

The mission of the Yellow Medicine East Schools is to provide a caring environment of high expectations that prepares every student for a successful future and instills the value of learning.

### BELIEF STATEMENTS

The Yellow Medicine East Schools commits itself to the following beliefs and values:

- Students are our most important priority.
- Every student deserves to be safe, seen, and heard.
- Students have different skills and learn in different ways.
- Every student deserves a personalized quality education.
- Diversity enriches our lives.
- A student's education is the shared responsibility of the student, family, school, and community.

### VISION STATEMENT

The vision of the Yellow Medicine East Schools is to be a place that inspires students to achieve their fullest potential.

### GOALS AND OBJECTIVES

#### Provide Student Support

**GOAL:** Develop programs that encourage students and adults in achieving life-long successes.

#### OBJECTIVES

1. By January 1, 2016, develop and implement a plan to promote deeper relationships through advisor programs by ensuring ongoing personal communications between students and staff.
- 2a. By January 1, 2016, complete investigation of school district curriculum alignment with state standards.
- 2b. By June 1, 2016, develop curriculum designed to embed the state academic standards and to close the achievement gap.

## **GOALS AND OBJECTIVES (continued)**

### **Improve Student Achievement**

**GOAL: Ensure all students will meet or exceed proficiency standards in all areas as measured by the MCAs.**

#### **OBJECTIVES**

1. Districtwide, the “All Students” group will realize an upward trend over the next five years, generating a proficiency rate increase of 3 percent to 5 percent in both Mathematics and Reading, as measured by Minnesota’s approved assessments.
2. Districtwide, all identified student subgroups will realize an upward trend over the next five years, resulting in a proficiency rate increase of 3 percent in mathematics and 3 percent in reading, as measured by Minnesota’s approved assessments.
3. By October 15, 2015, promote and increase parental involvement to achieve 100 percent parent-teacher conference participation, such as face-to-face, phone call, email, etc., documented by teachers.
4. Continue the current plan of monitoring student attendance and schoolwork completion of at-risk students on a bimonthly basis schedule and communicate with parents area(s) of concern.
5. By June 1, 2016, generate K-12 curriculum maps in core subject areas and post the maps in school publications.

### **Long-Term Retention of Staff**

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

#### **OBJECTIVES**

1. By September 15, 2015, develop and implement a mentorship program.
2. By December 1, 2015, create an ongoing plan for review of the school district’s internal resources (for example: time, funding, curriculum supports, etc.) and prioritize any identified needs.
3. By March 1, 2016, and annually thereafter, gather, monitor, and analyze information relative to staff job satisfaction.

### **Financial Stability**

**GOAL: Develop a five-year plan designed to guarantee financial stability that includes approval of a November 3, 2015, referendum.**

#### **OBJECTIVES**

1. By November 2, 2015, collaborate with school district residents to create situations that will allow the school district to inform voters.
2. By December 14, 2015, develop financially feasible budgets to ensure the school district’s well-being.

### **Coordinated and Effective Districtwide Communication**

**GOAL: Create a coordinated and effective communication process designed to reach all residents of the school district.**

#### **OBJECTIVES**

1. By January 15, 2016, develop and implement a communication plan designed to increase involvement of family and community members in the school district.
2. By September 1, 2015, develop and implement a plan to annually encourage school district families of students who have open enrolled out of the school district or enrolled in one of the charter schools to reconsider attending Yellow Medicine East.

## Addendum E

January 2015



### Minnesota School Boards Association Strategic Planning

#### GLOSSARY OF EDUCATIONAL TERMS

<b>21<sup>st</sup> Century Skills</b>	The Center for 21 <sup>st</sup> Century Skills identifies the following skills as essential for success in the 21 <sup>st</sup> century: information literacy; collaboration; communication; creativity and innovation; problem solving; and responsible citizenship.
<b>Achievement Gap</b>	Persistent differences in achievement among different groups of students as indicated by scores on standardized tests.
<b>ALC—Alternative Learning Center (state approved)</b>	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.
<b>ALP—Alternative Learning Program (State Approved)</b>	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.
<b>Alternative Assessment</b>	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.
<b>Alternative Calendar</b>	Any calendar that varies from the traditional calendar. Year-round education is an alternative calendar.
<b>AP—Advanced Placement or IB—International Baccalaureate</b>	Opportunity offered to earn college credits for high school students.
<b>At-Risk</b>	Students who have experienced or are experiencing difficulty in the traditional education system and who meet the statute-defined criteria (M.S. 124D.68).

<b>AYP</b>	Adequate Yearly Progress
<b>Career and College Assessments— For students in grade 8 in 2012-13 and later</b>	<p>A series of career and college assessments beginning in 2014-15:</p> <ul style="list-style-type: none"> <li>• <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.</li> <li>• <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.</li> <li>• <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.</li> <li>• <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.</li> </ul>
<b>Career and College Readiness</b>	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.
<b>Career Education</b>	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.
<b>Categorical Aids</b>	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).
<b>Charter School</b>	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 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.
<b>Class Load</b>	Total number of classes or pupils taught by a teacher.
<b>CLP—Continual Learning Plan</b>	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.
<b>Collective Bargaining</b>	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.
<b>College in the Schools</b>	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.
<b>Common Core Standards</b>	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.
<b>Community Expert</b>	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.
<b>Compensatory Revenue</b>	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.
<b>Compensatory Revenue</b>	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.
<b>Competency –Based Education</b>	An organized system of teaching and learning to ensure mastery of prescribed skills and behaviors.
<b>Concurrent Enrollment</b>	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.
<b>Curriculum</b>	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.
<b>Developmental Delay</b>	A “Primary Disability Classification” reported for students through age six as of September 1.
<b>Dual Credit</b>	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.
<b>Dual Enrolled</b>	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.
<b>ECSE—Early Childhood Special Education</b>	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.
<b>Education District</b>	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.
<b>Elective</b>	An elective is any of a number of non-required, credit-bearing studies from which a student is allowed to select.
<b>English Language Proficiency Assessments</b>	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.
<b>ESL—English as a Second Language</b>	Bilingual education or limited English proficiency.
<b>Flexible Learning Year (FLY)</b>	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.
<b>Four-Year Graduation Rate</b>	The graduation rate is a four-year, on-time graduation rate based on a cohort of first time 9 <sup>th</sup> grade students plus transfers into the cohort within the four-year period minus transfers out of the cohort within the four-year period.
<b>FTE—Full-Time Equivalent</b>	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.
<b>FY—Fiscal Year</b>	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).
<b>General Education Aid</b>	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.
<b>General Education Revenue</b>	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.

<b>Graduation Requirements</b>	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.
<b>Heterogeneous Grouping</b>	Grouping of students without regard for ability so that wide ranges of academic ability will be present.
<b>Home School</b>	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.
<b>Homogeneous Grouping</b>	Grouping students based on one or more common characteristics—most often, academic ability—and a “tracking system” is usually developed.
<b>IEP—Individualized Education Program</b>	A program that defines the individualized objectives of a child identified as having a disability and who is receiving special education services.
<b>In-Service Education</b>	General term used to describe the efforts to promote the professional growth and development of employees while on the job.

<b>Instruction</b>	Methods of providing learning experiences that enable a student to meet state and academic standards and graduation requirements.
<b>Interdisciplinary</b>	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.
<b>Learning Disabilities</b>	A wide spectrum of disorders ranging from mild to severe that can include mental, physical, behavioral, and emotional disabilities.
<b>LEP—Limited English Proficiency</b>	English Language Learners (ELL), or bilingual education.
<b>Lesson Plan</b>	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.
<b>Levy</b>	(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.
<b>Local Optional Revenue (LOR)</b>	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.
<b>LYPS—Learning Year Program Site</b>	State-approved programs that agree to operate on a year-round basis.
<b>Mainstreaming</b>	Moving disabled children from their segregated status in special education classes and integrating them with “normal” children in regular classrooms.
<b>Master Teacher/Mentor</b>	One who possesses considerable skill in teaching; selected to serve as supervising teacher or leader of a team when team teaching occurs.
<b>MDE</b>	Minnesota Department of Education
<b>Mentor</b>	An adult who serves in an advising, helping, listening, or tutoring capacity to another individual.
<b>Minnesota Academic Standards</b>	Five core academic content standards areas: language arts, math, science, social studies, and arts.
<b>Multi-Age Grouping</b>	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.
<b>Multiple Measurement Rating (MMR)</b>	<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"> <li>• <u>Reward Schools</u>—these schools are the top 15 percent of Title I schools.</li> <li>• <u>Celebration Eligible</u>—these are the 25 percent of schools directly below the reward school cutoff.</li> <li>• <u>Continuous Improvement</u>—these are the bottom 25 percent of Title I schools that have not been identified as priority or focus.</li> <li>• <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.)</li> <li>• <u>Priority</u>—these are the 5 percent most persistently low-performing Title I schools based on the MMR.</li> </ul>
<b>NCLB—No Child Left Behind</b>	Federal law requiring comprehensive accountability from all states accepting federal education money.
<b>On-Line Learning</b>	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.
<b>Open Enrollment-Enrollment Options</b>	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.
<b>Outcome-Based Education</b>	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.
<b>Paraprofessional</b>	A non-certified individual who assists teachers with non-teaching tasks (also called a “para,” a “teacher’s aide,” or a “classroom aide”).

<b>Performance-Based Assessment</b>	A type of alternative assessment by which students demonstrate what they know and are able to do using non-traditional tests.
<b>Personal Learning Plan—PLP</b>	Legislation requiring all students entering 9 <sup>th</sup> grade to have a personal learning plan or PLP. The PLP should include academic scheduling, career exploration, 21 <sup>st</sup> century skills, community partnerships, college access, all forms of post-secondary training, and experiential learning opportunities.
<b>Positive Behavioral Interventions and Supports (PBIS)</b>	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.
<b>Professional Learning Communities—PLCs</b>	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.
<b>Property Tax Levies</b>	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.
<b>PSEO</b>	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.
<b>PU—Pupil Units</b>	Also known as “Weighted ADM,” and “PUs,” the figure that determines state aid and levies—the weighting factors are as follows:  <div style="text-align: right; margin-right: 100px;"><u>FY15</u></div> <ul style="list-style-type: none"> <li>• Kindergarten      1.0 Pupil Units (full-day) .55 (half-day)</li> <li>• Grades 1-3          1.0 Pupil Units</li> <li>• Grades 4-6          1.0 Pupil Units</li> <li>• Grades 7-12        1.2 Pupil Units</li> </ul>
<b>Q-Comp</b>	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)).

<b>Referendum Revenue</b>	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).
<b>Required Academic Standards</b>	The following areas are required for statewide accountability: language arts; mathematics; science; social studies; physical education; health; and the arts (M.S. 120B.021).
<b>Safe and Supportive Skills Act</b>	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.
<b>School Readiness</b>	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.
<b>School Within a School</b>	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.
<b>School-Age Child Care (S.A.C.C.)</b>	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.
<b>Shared Time</b>	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.
<b>Small Schools Revenue</b>	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.
<b>Special Education</b>	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.
<b>Standardized Test</b>	Evaluation instrument given under similar, controlled circumstances to many individuals.
<b>Standards-based Accountability Assessments</b>	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.
<b>State Standards</b>	Core academic standards in language arts, math, science, social studies, and the arts.
<b>Strategic Planning</b>	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.
<b>Targeted Services (ALC)</b>	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.
<b>Targeted Services (Title I)</b>	Federal program to provide additional instructional services to targeted students. No additional general education revenue is provided.
<b>Team Teaching</b>	Two or more teachers cooperatively planning, teaching, and evaluating the progress of their students.
<b>Tenure</b>	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).

<b>WADM—Weighted Average Daily Membership</b>	Refer to “Pupil Units.”
<b>WBWF—World’s Best Workforce</b>	Striving to meet school readiness goals; have all 3 <sup>rd</sup> 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).
<b>Year Round</b>	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.