



Roseau Community Schools

A Continuing Tradition of Academic, Athletic, and Arts Excellence!

Independent School District #682

Strategic Plan

A Vision for the Future

September 2014

Roseau Community Schools
509 Northeast Third Street
Roseau, Minnesota 56751

Mission

The mission statement describes the purpose of the Roseau Community Schools. It answers the question, "What is the organization here to do?"

People perform at higher levels, do better in times of stress, focus their activities, select priorities, and endure challenges when they know what is important to them. The mission statement is a guiding tool for employees to use in making decisions that impact themselves or others.

The following statement represents a consensus of stakeholders:

Provide opportunities for all Learners to develop the knowledge, skills, character, and attributes necessary for success in a changing world.

Beliefs and Values

Beliefs and values are statements of principles, standards, and actions that people in the school and community consider inherently worthwhile and of the utmost importance. They guide and motivate attitudes and actions of all staff members of the Roseau Community Schools. Greater autonomy and more empowerment of employees requires that people need to be guided, not by rules or supervisors, but by understanding the most important beliefs and values of the organization.

Beliefs

Shared beliefs in the Roseau Community School are used on a daily basis as a decision screen to guide our actions. These beliefs are based on the latest research on effective teaching and learning.

About **Students and Learning**, we believe that:

1. connecting present learning with past experience increases student achievement.
2. high expectations improve student performance.
3. each student is a unique individual with potential to be a self-directed, lifelong, independent learner.
4. learning is enhanced by real world applications and active student involvement.
5. all students can learn but some take longer and learn in different ways.
6. providing success experiences for students increases self-confidence and improves learning potential.

About **Teachers and Teaching**, we believe that:

1. teachers initiate and evaluate changes to improve learning.
2. teachers recognize and respect diversity and individual differences.
3. teachers are dedicated and caring professionals who are leaders and provide role models for students.
4. teachers value cooperation for student learning and work together as a collaborative team of professionals.
5. teachers have a passion for their profession and students.
6. teachers are facilitators of learning who are student-centered.
7. teachers support application of technology to solve real world problems.

About **Healthy Learning Communities**, we believe that:

1. parents are involved in the education of their children.
2. community provides a safe, supportive environment conducive for learning.
3. learning takes place anywhere, any time, and any place.
4. communication among stakeholders and collaboration with business enhances learning opportunities.
5. community fosters mutual respect and responsibility.
6. supporting and encouraging innovation enhances opportunities for students.

Values

The core values of the Roseau Community School transcend culture, religion, and time. They are norms and standards of moral conduct that guide us as we work, play, and learn together. In Roseau, we embrace these values, teach them through example, and reinforce them in school every day.

Trustworthiness - Trustworthy people keep promises and fulfill commitments. They show integrity by behaving in a manner consistent with their beliefs and demonstrate honesty by being truthful and sincere. They display loyalty by supporting family, friends, and country.

Integrity – Persons possessing integrity behave in a manner consistent with their beliefs and adhere to a moral and ethical code.

Respect - Respectful people model consideration for others. Respect is shown through acknowledgment, understanding, and support for the rights of others.

Responsibility - Responsible people pursue excellence by taking pride in their work, giving their best efforts, and accepting accountability for their choices.

Fairness - Fair people are tolerant, consistent, and committed to the justice and the equal treatment of individuals. A fair person listens and is open to differing viewpoints and is truthful and sincere in all aspects of life.

Caring - A caring person shows concern for the well being of self, others, and the environment. Caring is shown through compassion, generosity, kindness, empathy, and service.

Courage – A courageous person is true to his/her own beliefs and is willing to experiment, innovate, and try something new.

Excellence – a person striving for excellence has a commitment to high quality performance that produces outstanding results of lasting value. Excellence is a belief in continuous improvement and never being satisfied with anything being less than it can be. It is quality as a way of life. It is hard work, dedication, and ability to cope with adversity.

Citizenship - Productive citizens go beyond their own interests to contribute to the good of the public in active, positive, and creative ways. Citizenship also encourages the participation of others. A good citizen is proud of their school and community, is humble, but at the same time is not arrogant.

Student Exit Outcomes

Dramatic changes in almost all aspects of life in the 21st century will redefine what students will need to know, be able to do, and be like in order to be successful adults. The student exit outcomes derive from future shifts, trends, and conditions that will define life, organizations, and careers in the new millennium. Exit outcomes specify the knowledge, skills, and habits of mind that students should possess when they graduate from the Roseau Community Schools. Once students reach these exit outcomes, they will be well prepared to successfully assume a variety of life roles in their future.

The Personal Aspect of Living

A successful graduate:

1. possesses confidence to articulate, defend, and act on personal values and mission with confidence.
2. develops and maintains healthy mental, physical, and spiritual lifestyles.
3. demonstrates flexibility and responsibility in embracing positive change.
4. possesses a positive self-image and is self-motivated.
5. demonstrates caring, empathy, and compassion being aware of how values affect personal judgments.
6. understands and respects individual diversity.
7. demonstrates responsible citizenship always being accountable for his/her own actions.

The Learning Aspect of Living

A successful graduate:

1. writes, speaks, and listens effectively for academic, technical, and personal purposes with a variety of audiences.
2. sets learning goals with purpose and enthusiasm.
3. solves problems by acquiring, analyzing, organizing, and evaluating information.
4. transfers information to new situations and teaches information to others.
5. reads to understand print media, consumer information, and literature of various types.
6. has the capacity to think critically and solve problems.
7. applies learning to real life experiences.

The Relationships Aspect of Living

A successful graduate:

1. creates and sustains healthy, productive, and empathetic relationships.
2. uses effective interpersonal communications and conflict resolution skills.
3. respects and values individual and cultural diversity.
4. demonstrates good listening skills and admits mistakes.
5. values the importance of interpersonal relationships and accepts the opinions of others.

The Work/Economic Aspect of Living

A successful graduate:

1. manages financial resources and is personally accountable.
2. works in collaborative teams to accomplish organizational goals.
3. continuously updates and applies problem-solving, human relations, and technology skills.
4. possesses a positive work ethic, is dependable, and cooperative always adding value to his/her job.
5. possesses the ability of a self-motivated, independent learner, capable of performing with minimum direction.

The Civic Aspect of Living

A successful graduate:

1. understands, appreciates, and participates in the democratic process.
2. possesses awareness of his/her own political values and beliefs.
3. knows what is going on in the community, state, and world.
4. values the importance of service learning contributing to the welfare of others while learning new knowledge, skill, or attitude.
5. uses effective leadership and group-processing skills.

The Global Aspect of Living

A successful graduate:

1. demonstrates sensitivity to persons from diverse cultural backgrounds.
2. understands how global events affect the United States and impacts different cultures.
3. demonstrates the ability to compete and be productive in the global marketplace.
4. demonstrates good stewardship of the environment
5. effectively utilizes worldwide communications systems.

The Cultural Aspect of Living

A successful graduate:

1. describes, understands, appreciates, and preserves personal heritage and ancestry.
2. creates and participates in various art forms.
3. expresses appreciation for traditions of other cultures and the heritage of diverse people.
4. identifies, exhibits, and appreciates local community values.
5. develops cooperation with and works as a team with persons from diverse cultures.

Educational Vision

Vision includes ideas, pictures, and images of the future when the school district functions at its ideal best. The vision--shared by students, parents, citizens, teachers, administrators, and other staff--provides a clear image of where the district is going and how to get there. The vision runs well ahead of the capacity to implement all of the changes that are required to realize the ideal state of the school district. As a community of learners, Roseau Community Schools and the community will strive to accomplish the vision together, renewing efforts on a daily basis.

The Curriculum Vision

Teachers in the Roseau Community Schools:

1. insure that the curriculum meets local, state, and federal standards and expectations emphasizing a strong basic, core curriculum.
2. provide a seamless curriculum ensuring coordination (articulation) between and among all grade levels and courses.
3. provide opportunities for students to experience real world applications of learning.
4. effectively participate in curriculum and textbook selection committees.
5. offer advanced courses to challenge students academically and prepare them for post-secondary study depending upon available financial resources.
6. plan curriculum in a collaborative manner involving all persons responsible for implementation.

The Instruction Vision

Teachers in the Roseau Community Schools:

1. make decisions regarding instructional delivery based on student needs with reference to performance standards and expectations.
2. utilize community-based professionals to make classroom presentations to enhance instruction.
3. use current research and best educational practices to make instructional decisions.
4. provide a curriculum and instruction that is designed to accommodate students with various learning styles
5. relate prior knowledge to present learning
6. provide a variety of instructional methods with creative applications for learning.
7. provide opportunities for students to work together in a collaborative manner to achieve learning objectives.

The Technology Vision

Technology in the Roseau Community Schools:

1. provides the opportunity for anytime, anywhere learning.

2. offers opportunities for students to access a variety of online courses when appropriate.
3. allows student to demonstrate learning using various applications of technology.
4. integrates state of the art technology into the teaching/learning process and have it available to all teachers.
5. provides the appropriate level of technology support services to effectively serve the needs of staff including professional development.
6. enhances communication between the school and community by providing parents and guardians specific information about their children and the school system.
7. provides students with sufficient courses or use existing courses to enhance their use of technology now and in the future.

The Parent/Community Support Vision

Board of Education, staff, parents, and/or community in Roseau:

1. develop and maintain partnerships with community organizations including business and industry.
2. provide financial support for staff, technology, instructional materials, equipment, and facilities.
3. enhance parent involvement by encouraging a learning partnership between parents and the school.
4. encourage the use of community business and industry personnel to provide career guidance opportunities including job shadowing.
5. support a volunteer program to provide assistance to staff and increase educational opportunities for students
6. share high expectations for student performance among educators, parents, and community.
7. support accessing local, state, federal, and private funding through the grant writing process.

The Staff Vision

Staff in the Roseau Community Schools:

1. demonstrate values of trustworthiness, respect, responsibility, fairness, caring, courage, and citizenship.
2. create a culture that supports innovation, creativity, and change.
3. use the Strategic Plan as a screen for building level and classroom decisions.
4. participate in staff development opportunities consistent with the district's mission, beliefs, values, vision, and student exit outcomes.
5. work together collaboratively to exchange ideas through networking opportunities.
6. set individual goals or job targets designed to enhance work performance.

7. follow policies, procedures, and rules developed by the Board of Education and Administration.

The Leadership Vision

Leaders in the Roseau Community Schools:

1. expect and demonstrate high expectations of self and others.
2. model and support the Strategic Plan mission, values, beliefs, vision, and student expectations of the school district.
3. recruit, select, and retain high quality teachers and support staff.
4. support the professional development of teachers, administrators, support staff, and the board of education.
5. demonstrate conflict resolution skills resolving issues, problems, and concerns in the best interest of the school district.
6. commit themselves to the service of others.
7. embrace and facilitate change that positively impacts the school district.
8. facilitate team work and the development of cooperative relationships with staff.
9. facilitate leadership opportunities for students, staff, and community members.
10. make decisions based on sound research, best educational practice, or reliable and valid data.

The Assessment and Performance Vision

Assessment and student performance in the Roseau Community Schools:

1. ensure state, local, and national tests compare favorably to students in other school districts.
2. continue to conduct follow-up studies of former graduates
3. uses alternative assessment methods to measure student performance such as projects, essays, portfolios, paintings, drama, dance, etc.
4. utilizes standardized tests to evaluate student progress and plan for improvements in curriculum and instruction.
5. acts on school district goals and objectives measuring progress on an annual basis.

Goals and Objectives

These goals and objectives are not presented in an order of priority.

Goal 1 To enhance student achievement

Objective 1: To ensure that student performance on standardized tests exceeds state and national norms

Strategy 1.a. Compare and contrast annually district student performance with standardized tests

Objective 2: To identify and provide remedial assistance for students experiencing academic problems

Strategy 2.a. Provide assistance to students transitioning from 5th through 8th grade

Objective 3: To identify and provide academic challenging educational opportunities for high performing students

Strategy 3.a. Expand college credit courses

Strategy 3.b. Provide access to gifted & talented student and enrichment courses

Strategy 3.c. Explore opportunities for flexibility of scheduling and time

Objective 4: To provide school experiences designed to enhance success in post-secondary education and careers

Goal 2 To increase parent and community involvement

Objective 1: To increase the number of parent volunteers in the schools

Strategy 1.a. Getting community members involved in academics

Objective 2: To improve communication with parents and community members

Strategy 2.a. Communicate through newsletters, open community forums, and use of electronic and print media

Objective 3: To continue to enhance the school-community concept making programs, services, and facilities available to community members

Strategy 3.a. Continued voter support

Goal 3 To maintain a safe and secure school environment for students

Objective 1: To sustain a supportive atmosphere in the schools so that students will report violations of rules and regulations to proper authorities

Objective 2: To continue to implement strategies designed to reduce bullying among students

Objective 3: To conduct an annual review of and practice emergency procedures

Strategy 2.a. Educate public about building access, sign-in policies, and playground safety

Objective 4: To improve safety procedures regarding vehicle traffic near the school buildings

Strategy 4.a. Review parking lot and drop-off areas

Strategy 4.b. Review parking lot issues/elementary school "horseshoe area"

Goal 4 To provide staff development opportunities for all school personnel

Objective 1: To continue to motivate staff to pursue further education in areas identified by the District goals

Objective 2: To maintain local funding for staff development based on available financial resources.

Objective 3: To provide opportunities for staff exchange of ideas and encourage teachers with special expertise to share with their colleagues

Strategy 3.a. Explore differentiated instruction training

Strategy 3.b. Connect District administrator & teacher goals with purposeful & frequent staff development

Goal 5 To maintain and improve upon the use of technology

Objective 1: To implement the technology plan for the Roseau Community Schools based on available financial resources

Strategy 1.a. Have a specific District 3-5 yr technology plan; more electronic access

Strategy 1.b. Make sure we keep up with technology; more computers & I-pads; more technology support

Objective 2: To increase course offerings and/or integrate technology into existing courses designed to improve student learning and use of technology

Strategy 2.a. Coordinated technology plan

Objective 3: To continue to provide training opportunities for staff and students to improve their knowledge and skill in the use of technology

Strategy 3.a. Time for curriculum planning and technology integration planning

Objective 4: To continue to provide an appropriate level of support service so that technology operates as problem-free as possible

Objective 5: To develop a plan to ensure that the instructional use of technology is effectively implemented in all areas of the curriculum

Goal 6 To enhance communication

Objective 1: To conduct an annual review of the Strategic Plan identifying the accomplishments of the school district

Objective 2: To conduct a comprehensive review of the Strategic Plan each 3 to 5 years

Objective 3: To inform parents of the school's expectations for student success

Strategy 3.a: Enhance website communication so that parents can access information about the school including specific information about their own children, i.e. grades, homework, attendance, etc.

Objective 4: To continue to share information with parents and community in a timely and efficient manner.

Goal 7 To enhance curriculum and instruction

Objective 1: To ensure that there is proper alignment among curriculum, instruction, and assessment (what we teach, how we teach, and how evaluate students is consistent) so there are no gaps and overlaps between grade levels and among courses

Strategy 1.a. Connect District administrator & teacher goals with purposeful & frequent staff development

Strategy 1.b. Continued emphasis on preK – 12 reading and writing

Strategy 1.c. Provide individually leveled elementary math opportunities

Strategy 1.d. Connecting teacher and student goals

Strategy 1.e. Update K-12 scope and sequence

Objective 2: To increase the number of advanced courses for high school students depending upon available financial resources

Strategy 2.a. Expand college credit courses

Strategy 2.b. More elective courses

Objective 3: To continue to align curriculum with reference to local, state, and federal standards

Goal 8 To enhance finance and budgeting

Objective 1: To continue to prioritize financial needs

Objective 2: To pursue grant writing considering sharing costs with neighboring school districts

Objective 3: To maintain the financial viability of the school district especially during times of declining enrollment or sparse state or federal funding

Objective 4: To work collaboratively with city, private organizations, and business and industry as means of increasing efficiency of operation

Goal 9 To enhance buildings and facilities

Objective 1: To ensure that all buildings meet local, state, and appropriate codes, rules, and regulations

Objective 2: To continue to improve building maintenance and cleanliness

Strategy 2.a. Sports and athletics facilities

- a. Athletic fields upgrade
- b. Baseball area
- c. Football field needs work
- d. Softball complex ball fields - summer mowing& water drainage

Strategy 2.b. Better communication on facilities replacement, wear and tear

Objective 3: To continue to maintain buildings in a modern, up-to-date fashion

Objective 4: To conduct a study of land utilization especially as it pertains to expansion of parking space and improved vehicle traffic flow

APPENDIX A

Strategic Planning Committee Members		
Community Member		
1	Bassingwaite, Amy	Parent
2	Gunnell, Melanie	Parent
3	Koch, Rev. Paul	Parent
4	Kvein, Pete	Parent
5	McMillin, Craig	Parent
Licensed Teachers		
6	Comstock, Brita	Title I/Assessment Coordinator
7	Hinson, Wade	K-6 Teacher
8	LaPlante, Shelly	K-6 Teacher
9	Olson, Anne	7-12 Teacher
10	Swanson, Jeff	7-12 Teacher
11	Urness, Dan	School Counselor
Students		
12	Grondahl, DyAnna	Student Council #1 11th Grader
13	Strand, Ryan	Student Council #2 10th Grader
Board Members		
14	Danielson, Vonda	Vice-Chair
15	Markstrom, Keith	Treasurer
16	McFarlane, Stu	Chair
17	Olson, Jerry	Director
18	Schumacher, Justine	Director
19	Weiland, Sandra	Clerk
School Administration		
20	Guggisberg, Larry	Supt. of Schools
21	LaParde, Wayne	Elementary Principal
22	Nelson, Aaron	Asst. High School Principal
23	Reaves, Dave	High School Principal
Facilitator		
24	Tom Watson	Watson Consulting Group

APPENDIX B

VISIONING: WHERE AND WHAT DO WE WANT THE DISTRICT TO BE IN THE NEXT THREE TO FIVE YEARS

1. maintain District 682 as a financially strong district that continues to adopt and follow fiscal controls including its annual budgets (12)
2. students who read and write well at all grades (11)
3. strengthen and have effective school facility security and safety; provide a safe parking area in the elementary entrance area and about the facilities (11)
4. sustainably competitive technology available (9)
5. continue to offer college classes with intentional increase in college course offerings (9)
6. continue a District with students of strong, effective character and citizenship (9)
7. provide focused and frequent staff development and teacher engagement in curriculum development and planning with a 3 – 5 year focus (8)
8. use hybrid and/or on-line technology for academic scheduling flexibility and to accommodate student and faculty interests (6)
9. provide elementary and junior high programs for gifted students and differentiated, enriched learning opportunities (6)
10. exceed statewide averages on statewide test scores based on individual and categorical averages, including a metric to fairly and accurately measure (5)
11. school environment and climate is positive (5)
12. retain resident students; reverse resident home-schooling enrollment and attract present home-schooled students (5)
13. provide a full music program, including an expanded elementary music program (2)
14. expand and promote industrial technology curriculum and resources (2)
15. encourage and expand co-curricular and activities (1)
16. expand language offerings (1)
17. improve appearance, and maintenance in highly used areas (1)
18. collaborate with faith-based home schooled families (0)

Key: (12) refers number of committee members identifying item as a priority; 17 members participating

APPENDIX C

ASSESSMENTS

✓ **ASSESS DISTRICT ACADEMIC AND INSTRUCTIONAL PROGRAM AND SERVICES**

• **District**

Strengths

1. One building for all grades
2. Parents have availability and access for communication on District website [x4]
3. School Board
4. Financial position; one day bond
5. Fitness center
6. SACC
7. Staff collaboration, development, meetings
8. "Great visionary leadership"

Areas for Improvement and of Needs

1. Connect District administrator & teacher goals with purposeful & frequent staff development (12)
2. Have a specific District 3-5 yr technology plan; more electronic access (12)
3. Increased AP and college credit courses (10)
4. Update K-12 scope and sequence (10)

• **Elementary School**

Strengths

- Reading
 - RTI (response to Intervention) - Reading
 - High reading scores
 - Leveled reading instruction
- Class size [x3]
- All day, every day kindergarten [x2]
- Parents allowed to request teacher based on child's personality
- Easy access to teachers
- Cooperation & coordination of curriculum
- School Board
- Culture of care and community
- Innovative, collaborative staff
- Parent support

Areas for Improvement and of Needs

1. Continued emphasis on reading and writing (15)
2. Leveled math curriculum (12)

- **Junior High School**

- **Strengths**

- Test scores and academic achievement (especially related to English language arts)
 - Culture of care and community
 - Collaborative goal setting for math & reading
 - Student needs/requests

- **Areas for Improvement and of Needs**

- 1. Continued emphasis on reading and writing (14)
 - 2. Checks & balances on curriculum; students struggling from 6th to 7th gr (8)

- **High School**

- **Strengths**

- Offer pre-career courses; obtain college credit in high school
 - Advanced level/college courses [x2]
 - Career day/college fair
 - High school student character
 - Respectful
 - Culture of care and community
 - See importance of education
 - Strong ties with local police
 - Vocational department
 - Student needs/requests

- **Areas for Improvement and of Needs**

- 1. More elective courses (12)
 - 2. Continued emphasis on reading and writing (10)
 - 3. Connecting teacher and student goals (8)

- **Students**

- **Strengths**

- Involvement (participation) in all extra-curricular activities [x2]
 - Support for extra-curricular activities (e.g. concession stand)
 - Student character
 - Generally motivated students (elem and high school) [x2]
 - Student-led activities
 - Participate in school jobs (e.g. life guard, community education, tutors, SACC)
 - Good high school attendance
 - Work ethic
 - Support each other
 - Community pride (community & self)

- **Areas for Improvement and of Needs**

- 1. AP and college courses (11)
 - 2. Flexibility of scheduling and time (11)
 - 3. Access to Gifted & talented student and enrichment courses [x2] (8)

- **Faculty and Staff**

- **Strengths**

- Elementary SAT process
- Can request teachers attend training
- Parent/teacher communication (e-mail, phone, etc) [x2]
- Willingness to work with students
- Use of technology
- Alignment to standards
- Appropriate level of instruction
- Great staff
 - Care about students
 - kid focused [x3]
 - Open-minded
 - Dedicated
 - Longevity and retention; turnover
 - Innovative and progressive

- **Areas for Improvement and of Needs**

1. Time for curriculum planning and technology integration planning (12)
2. Differentiation training (10)

- ✓ **ASSESS DISTRICT ACADEMIC AND INSTRUCTIONAL PROGRAM AND SERVICES**

- **Transportation, Finances & Community**

- **Strengths**

- Transportation
 - Maintained, nice bus fleet [x2]
 - Wireless (wi-fi) – 2 activity buses & 1 route bus [x2]
 - Provide extras – shuttles to arena when cold
 - In-town busing choices
- Finances
 - General Fund fund balance [x2]
 - One day bond proceeds [x3]
 - Budget
 - Levy relatively low
 - Budget cuts were fairly painless
 - Toyota grant
 - Polaris grants
 - New textbook choices
- Community
 - Supportive community and voters [x4]
 - Communication through – newspaper, website, radio, skyler & messages
 - Fitness center; exercise and gym
 - Relationship with Polaris and LifeCare [x2]
 - Good relationships with churches and pastors [x2]
 - Strong ties to police
 - Community residents who attended/graduated from Roseau
 - School used for community activities

Areas for Improvement and of Needs

1. Parking lot and drop-off areas (9)
2. Continued voter support (9)
3. Getting community members involved in academics (9)
4. Channeling money toward academic instruction rather than bells and whistles (8)

• Facilities, Grounds & Technology

Strengths

- Facilities
 - Up-to-date facilities
 - In the “heart of town”
 - Fitness center [x2]
 - Very nice elementary classrooms
 - Good pool facility
 - Class size
 - Open to the public and community groups
 - Aesthetically pleasing – general structure
- Grounds
 - Weights, track and availability (indoor) well kept
 - Green space north of Sports Center
 - Play areas
- Technology
 - Grant 10K – Hedlund
 - Website
 - Alert system
 - Pay on-line
 - Present technology support is good, but short staffed [x2]
 - COWS, Smart boards and I-pads [x2]
 - Science and tech education depts.
 - Wifi on 3 buses

Areas for Improvement and of Needs

1. Make sure we keep up with technology (12)
 - a. More computers & I-pads
 - b. More technology support
2. Coordinated technology plan (12)
3. Parking lot issues/elementary school “horseshoe area” [x3] (11)
4. Educate public about facility safety and sign-in policies (9)
 - a. Safety, doors, and playgrounds
5. Sports and athletics facilities (9)
 - e. Athletic fields upgrade
 - f. Baseball area
 - g. Football field needs work
 - h. Softball complex ball fields - summer mowing& water drainage
6. Better communication on facilities replacement, wear & tear (8)