



Board of Education Big Lake School District #727 Special Meeting

Mission Statement

Our mission is to challenge, educate, & inspire all students to reach their highest level of achievement in academics, athletics, & the arts.

Wednesday, May 3, 2023
6:30 PM
Middle School Student Center
601 Minnesota Ave
Big Lake, MN 55309

I. Call to Order	
Chair, Tonya Reasoner	
II. Roll Call	
Chair, Tonya Reasoner	
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Chair, Tonya Reasoner	
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Assistant Superintendent of Teaching and Learning, Minda Anderson	
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Assistant Superintendent of Teaching and Learning, Minda Anderson	
VI. Staffing Update	
Superintendent, Tim Truebenbach	
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Superintendent, Tim Truebenbach	
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Superintendent, Tim Truebenbach	
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Superintendent, Tim Truebenbach	
X. Announce Closed Session for Safety and Security Discussion	
Chair, Tonya Reasoner	
XI. Adjournment	
Chair, Tonya Reasoner	

Strategic Plan Focus Areas

- Student Support
- Staff Support
- Family & Community Engagement

**ISD 727 SCHOOL BOARD
FUNDRAISERS ACTION
05/03/2023**

Trap Team, sell raffle tickets to raise money for supplies, shirts, and tournaments, May 4-June 26, 2023

Trap Team, serving drinks, clearing tables, and greeting guests at Pizza Ranch in Monticello, May 18, 2023, proceeds to be used for supplies for practices and tournaments

Q-Comp Program Updates for 2022-2023

May 2023



History of Q-Comp in MN

- The alternative teacher professional pay system (ATPPS, commonly known as Q-Comp) law was enacted through a bipartisan agreement in the Minnesota Legislature in July 2005.
- It is a voluntary program that allows local districts and exclusive representatives of the teachers to design and collectively bargain a plan that meets the four components of the law.
- Big Lake has been a part of this program since June 2011.



Core Components

Component 1: Career Ladder/Advancement Options

- Oversight Committee
- PLC Facilitator
- Peer Coach

Component 2: Job-embedded Professional Development

Component 3: Teacher Observation/Evaluation

Component 4: Performance Pay/Alternative Salary Schedule Reform



Big Lake's Q-Comp Plan



Component 1:

Career Ladder/Advancement Options

Provide career ladders or career advancement opportunities for teachers. The career ladder includes three positions with various duties and compensations:

- Oversight Committee
- PLC Facilitator
- Peer Coach





Q-Comp Oversight Committee

Districts need either an Oversight Committee or a Q-Comp Coordinator (that can't be admin). In Big Lake, the Oversight Committee takes the place of a Q-Comp Coordinator.





Q-Comp Oversight Committee Members

- Assistant Superintendent/Director of Teaching & Learning
- 4 Principals (one per building)
- Big Lake Education Minnesota President
- Big Lake Education Minnesota Vice-President
- 4 Peer Coaches (one per building)
- 4 Teacher Representatives (one per building) – Appointed





Q-Comp Oversight Committee: Job Description

- Members will oversee the Q-Comp system and ensure it is following protocol.
- The committee members will participate in the selection and hiring of teacher leaders and analyze relevant data and approve the measurement of Q-Comp goals.

Q-Comp Oversight Committee: Qualifications

- Highly qualified teacher per Minnesota licensure and federal standards.
- Knowledge of Q-Comp and teacher evaluation state statutes.
- Tenure in the district preferred.
- Ability to manage information electronically.
- Lifelong learner with knowledge of or willingness to learn about current research-based best practices as outlined in the Big Lake Observation Framework.
- Demonstrates skills in organization, leadership, communication, presentation and collaboration.



Q-Comp Oversight Committee: Qualifications (con't)

- Skills in organization, leadership, communication and collaboration.
- Flexible, self-motivated, collaborative and able to work with diverse teams.
- Commitment to school improvement in the district.
- A recommendation for serving on the Q-Comp Oversight Committee as an appointed member is two to five (2-5) years, with awareness given to having consistent members on the committee.



Q-Comp Oversight Committee: Responsibilities

- Ensure Q-Comp policies and procedures are maintained.
- Work with MDE on issues pertinent to Q-Comp.
- Attend Q-Comp meetings.
- Participate in the selection and hiring of teacher leaders.
- Analyze relevant data and approve the measurement of Q-Comp goals.
- Coordinate the appeals process.
- Prepare communications for staff, school board, and MDE.
- Prepare materials and conduct the activities of the annual Q-Comp Program Review.

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Q-Comp Oversight Committee: Hiring Process

- The appointed positions will be posted electronically
- Personnel interested in applying for the appointed teacher representative positions of the Q-Comp Oversight Committee will complete an electronic application.
- The teachers at each building will appoint a teacher representative based on qualifications.

Q-Comp Oversight Committee: Evaluation



- The Q-Comp Oversight Committee members will be evaluated annually by the Assistant Superintendent/Director of Teaching & Learning.

Q-Comp Oversight Committee: Compensation

- \$0 annual salary augmentation.
- This is a volunteer position.

PLC Facilitator



PLC Facilitator: Qualifications

- Tenured in District 727 preferred.
- Shows proficiency in communicating instructional strategies and skills to other teachers.
- Life-long learner with knowledge of or willingness to learn about current research-based best practices that improve student learning.
- Demonstrates technology skills and a desire to “learn by doing.”
- Demonstrates skills in organization, leadership, communication and collaboration.
- A recommendation for serving as a PLC facilitator is three (3) years. PLC Facilitators are able to reapply upon completion of their term.



PLC Facilitator: Responsibilities

- Participate in scheduled PLC meetings and professional learning to support the development, implementation, and monitoring of building goals aligned to the School Improvement Planning (SIP) framework.
- Lead PLCs in best-practice instructional strategies
- Develop meeting agendas.
- Facilitate team meetings to assure that the team is working toward site goals.
- Prepare and report minutes (including attendance) of the meetings.
- Participation in required training.

PLC Facilitator: Hiring Process

- PLC team compositions will be determined at the building level.
- PLC facilitator positions will be posted with job responsibilities and qualifications.
- Interested staff will submit an application to building principals. The building principal will make the selection.

PLC Facilitator: Evaluation

- PLC team facilitators will be evaluated by building principal.



PLC Facilitator: Compensation

- \$1000 for leading PLCs.



Peer Coach



Peer Coach: Job Description

- This position will provide peer coaching, collaboration, & observation work with each teacher.
 - The Peer Coach will schedule a minimum of four interactions per year with each teacher in order to support teachers with their Professional Growth Plans (PGP).
- Peer Coaches will help coordinate Professional Development and reflections.



Peer Coach: Qualifications

- Highly qualified teacher per Minnesota and federal standards.
- Ability to remain impartial and objective.
- Have a background of professional development and experience, with seven or more years teaching experience and five years or more experience in Big Lake Schools preferred.
- Be proficient in high yield instructional practices.
- Have experience and training in a wide range of instructional and student management strategies.



Peer Coach: Qualifications cont'd

- Collaborator who will work with various teams and staff to design and improve professional development.
- Ability to interpret disaggregated student data and work to design instructional strategies to support student achievement gains.
- Demonstrates a high degree of technology skills and a desire to “learn by doing.”
- A recommendation for a minimum of a two-year term commitment, with a maximum of five years per term, with awareness given to having consistent members in the position. Coaches are able to re-apply upon completion of their term.



Peer Coach: Responsibilities

- Coordinate the Q-Comp record keeping system, with the Assistant Superintendent being responsible to submit records to MDE.
- Gather relevant data for the measurement of Q-Comp goals with assistance from Assistant Superintendent.
- Participate in the planning and coordination of staff development opportunities.
- Monitor PLC function to ensure district consistency.
- Provide coaching and support for teachers, PLC facilitators, and mentors.
- Provide coaching and mentoring to new teachers on an as-needed basis, with participation in new teacher orientation recommended.
- Facilitate connections among teachers through peer-to-peer observations where applicable, by serving as a substitute if needed.

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Peer Coach: Responsibilities cont'd

- Schedule, plan, and participate in Peer Coach meetings.
- Oversee teachers' PGP reflections throughout the year.
- Monitor PGP schedules to facilitate completion by established dates.
- Meet with and assist teachers in choosing and setting goals for their PGP.
- Meet with teachers each trimester for the coaching cycle to collaborate, coach, or co-plan regarding PGP.
- When necessary, provide teachers with information regarding effective strategies and education opportunities to assist with the teacher's progress toward proficiency.
- Work with building administrator to plan PLCs
- Attend all training and team meetings as required.
- Attend Cognitive Coaching or similar training as required by the district.

Peer Coach: Hiring Process

- Peer Coach positions will be posted by building with job responsibilities and qualifications.
- Interested staff will submit an application. Assistant Superintendent of Teaching & Learning, building principal(s) and representation of the Q-Comp oversight committee will make the selection.



Peer Coach: Evaluation

- Peer Coaches will be supported by the Assistant Superintendent/Director of Teaching & Learning and the Q-Comp Oversight Committee.
- Building principals and/or the Assistant Superintendent/Director of Teaching & Learning will evaluate peer coaches.

Peer Coach: Compensation

- Peer coaches receive an additional \$1,000 per year and are eligible to receive all performance pay.

Peer Coach

Teacher Observation/Evaluation cont'd

Teacher Observation/Evaluation—Create an objective and comprehensive teacher evaluation system based on the educational improvement plan, the staff development plan, and multiple evaluations of a teacher's performance conducted by a locally selected and trained evaluation team that includes observations of instructional practice.

- The objective teacher evaluation system must establish a three-year professional review cycle for each teacher that includes:
 - An individual growth and development plan.
 - A peer review process.
 - At least one summative evaluation performed by a qualified and trained evaluator, such as a school administrator. The summative evaluation must include an overall, detailed description of the three-year professional review cycle.

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Component 2:

Job Embedded Professional Development

- Provide integrated, job embedded, ongoing, site-based teacher-led professional development activities to improve instructional skills and learning that are aligned with student needs
- Led during the day by trained teacher leaders
- PLC teams at each site will be configured for maximum student benefit. At each site, teams will meet weekly

Component 3:

RUBRIC



Teacher Observation/Evaluation

Continuing Contract Teachers–

The objective teacher evaluation system must establish a three-year professional review cycle for each teacher that includes:

- An individual growth and development plan.
- A peer review process.
- At least one summative evaluation performed by a qualified and trained evaluator, such as a school administrator. The summative evaluation must include an overall, detailed description of the three-year professional review cycle.

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Component 3:

Teacher Observation/Evaluation

- Each probationary teacher will be observed and receive summative evaluations three times per year by the building administration

Component 4: Performance Pay

Current Situation

Current payouts

- \$1280 for PGP completion
- \$10 for meeting the district goal
- \$10 for meeting the PLC goal

- The current compensation amount is not sustainable on a continuous basis

- Why?

Compensation

- Q-Comp funds are based on student enrollment from previous year
 - This year's budget is based on 21-22 student enrollment.
- There has been a decrease of students and an increase of teachers in recent years
- State funding per student hasn't changed since the inception of the program
- Overall salaries have increased

Compensation-Proposal



Total Q-Comp funds

-3.5 Coaches (district funds .5 of a coach)

-\$20 x Teacher FTE (\$10 for Building & \$10 for PLC Goal)

PGP Funds Available

PGP Funds Available \div Teacher FTEs = **PGP Stipend**



In the event a teacher does not complete PGP criteria or a PLC/Building does not reach the goal, those amounts would go back into the Q-Comp Funds.

Compensation

School Year	# of staff (FTEs paid)	PGP Performance Pay- total paid out at \$1280 per person	\$\$ we(Qcomp) deficit spent	Performance Pay for PGP per person using NEW formula	Change from \$1280	Notes
17-18	193	\$247,040.00	-\$39,737.00	\$1,074.11	-16.1%	
18-19	204	\$256,000.00	-\$100,970.00	\$759.95	-40.6%	Last year of Libby
19-20	208	\$263,040.00	\$8,399.00	\$1,305.00	2.0%	
20-21	214	\$272,640.00	-\$13,263.00	\$1,212.04	-5.3%	
21-22	215	\$274,773.00	-\$32,757.00	\$1,125.66	-12.1%	
22-23 (Budget)	222	\$284,160.00	-\$57,159.00	\$1,022.53	-20.1%	
				\$ 1,083.21	-15%	Avg. over 6 years

- The new payment formula would take effect for the 24–25 school year



Compensation

- The district has agreed to fund the program for this year and next year (23–24) in its current state

Participation

To participate in Q-Comp, a union eligible teacher needs to be employed by Big Lake Schools for a **minimum of 120 days**. 

- In order to receive the stipend, teachers **MUST** complete all parts of PGP/TD&E.
- This also allows movement on the salary schedule.
- Special circumstances like medical, maternity, etc. leave will be on a case by case basis as determined by the Q-Comp Oversight Committee.

Alternative Salary Schedule Reform

- As required by statute, the salary schedule has been reformed by changing how teachers move vertically through it.
- Under the new salary schedule, teachers will only make vertical movement if they complete all components and show proficiency and growth on their yearly Professional Growth Plan through documentation of evidence and reflections.

Additional Information to Consider

- PLCs, PGPs, teacher evaluation and student outcome goals are required by statute under teacher development and evaluation.
- Continuing Q-Comp allows teachers to be compensated for requirements other districts must complete without additional compensation or peer coaches.

Q-Comp Goals for 2022-2023

Liberty

The percentage of all students in grades K-2 at Liberty Elementary School who are in the “low risk and College Pathway” category on the FAST aReading standardized assessment will increase from 60% in spring 2022 to 62% in spring 2023. - goal not submitted to MDE

The percentage of 2nd grade Liberty students who are in the “low risk and College pathway” category on the FAST CBMR assessment will increase from 35% (2022 spring of 1st grade year, same students) to 40% (second grade students) in the spring of 2023.

Independence

The percentage of all students enrolled in grades 3-5 at Independence Elementary STEM School who are proficient on the reading test (MCA and MTAS) will increase from 54.5% in 2022 to 56.5% in 2023.

BLMS

The percentage of all students enrolled in grades 6-8 at Big Lake Middle School who are proficient on the reading test (MCA and MTAS) will increase from 51.9% in 2022 to 53.9% in 2023.

BLHS


The percentage of all students enrolled in grades 9-12 at Big Lake High School who are proficient on the reading test (MCA and MTAS) will increase from 58.9% in 2022 to 60.9% in 2023.

Thank you!


BLEM voted to approve the changes made to the Q-Comp plan and I am recommending approval of the updated plan by the Big Lake School Board.



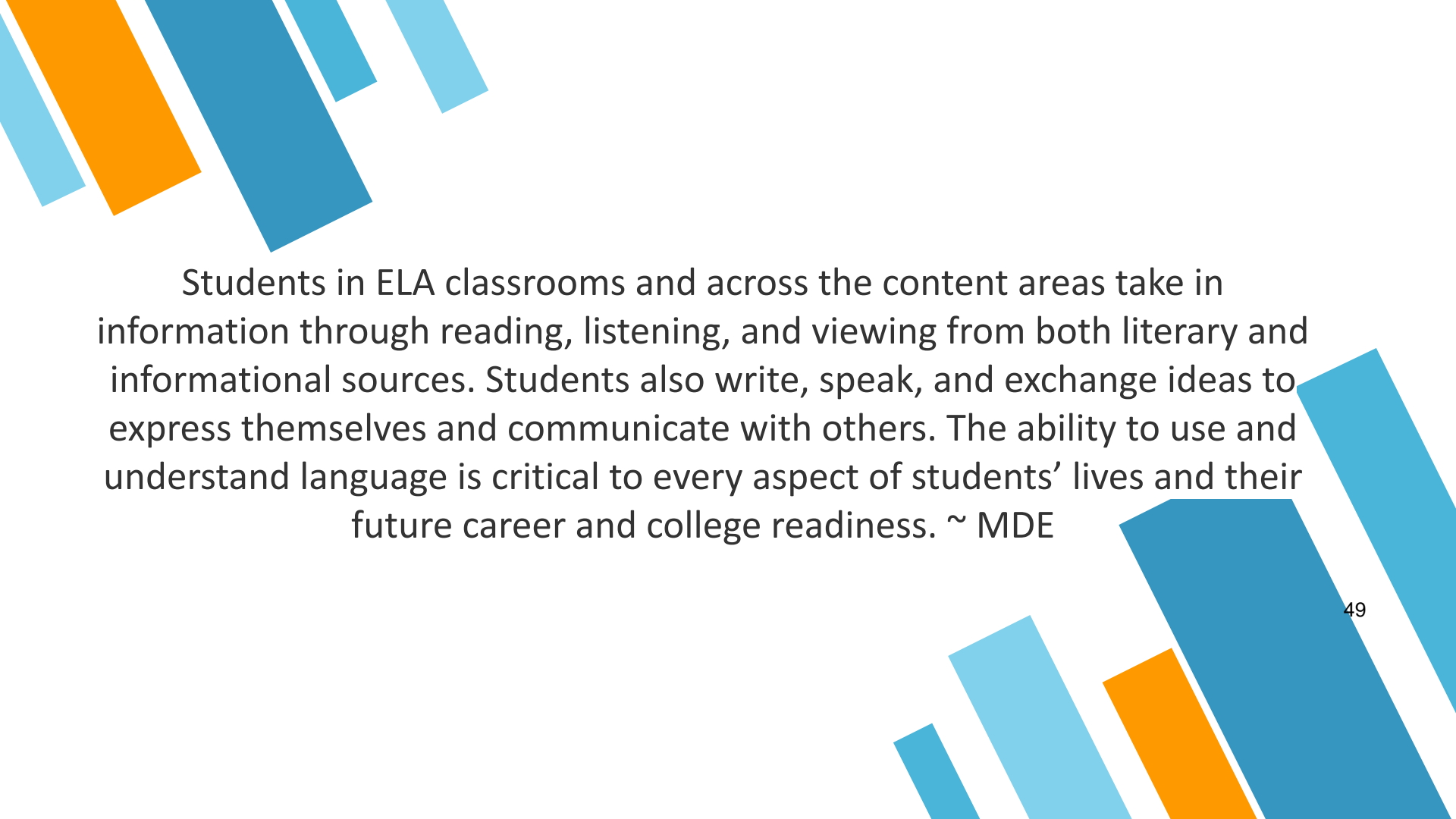
ELA Curriculum Selection Process



Districts, schools, and educators make curriculum and instruction decisions to support the teaching and student mastery of standards. By statute (Minn. Stat. § 120B.021, subd. 2(b)), Minnesota academic standards do not require a specific curriculum.



English Language Arts (ELA) are all of the communication and language skills and processes people use every day to receive and send information.



Students in ELA classrooms and across the content areas take in information through reading, listening, and viewing from both literary and informational sources. Students also write, speak, and exchange ideas to express themselves and communicate with others. The ability to use and understand language is critical to every aspect of students' lives and their future career and college readiness. ~ MDE

A	B	C	D	E	F	G	H	I	J	K
	Review Standards & Best Practices	Reiew Methods & Materials - Present to DAC - Purchase June	Implementation - Reflection	Monitor & Adjust	Monitor & Adjust	Review Standards & Best Practices	Reiew Methods & Materials - Present to DAC - Update June	Implementation - Reflection	Monitor & Adjust	Monitor & Adjust
2021-2022	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts - MDE implementarion 2023-2024	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5
2022-2023	Science	Language Arts K-5	Physical Education & Health MDE 2023-2024 Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8
2023-2024	Language Arts 6-8	Science	Language Arts K-5 - MDE implementation 2025-2026	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12 - MDE implementation 2025-2026	Mathematics	Social Studies
2024-2025	Social Studies	Language Arts 6-8	Science - MDE rollout with full implementation 2024-2025	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics
2025-2026	Mathematics	Social Studies	Language Arts 6-8 - MDE implementation 2025-2026	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12
2026-2027	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention
2027-2028	SEL EL SPED Intervention	English 9-12	Mathematics (MDE implementation likely 2027-2028)	Social Studies	Language Arts 6-8	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE
2028-2029	World Language & CTE	SEL EL SPED Intervention	English 9-12 - MDE implementation 2025-2026	Mathematics	Social Studies	Language Arts 6-8	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts
2029-2030	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech
2030-2031	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Science	Language Arts K-5
2032-2033	Science	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Science

Foundational Research



Figure 1.9 Reading Rope
(Scarborough, 2001)
Figure also on page 35 of the LETRS manual.

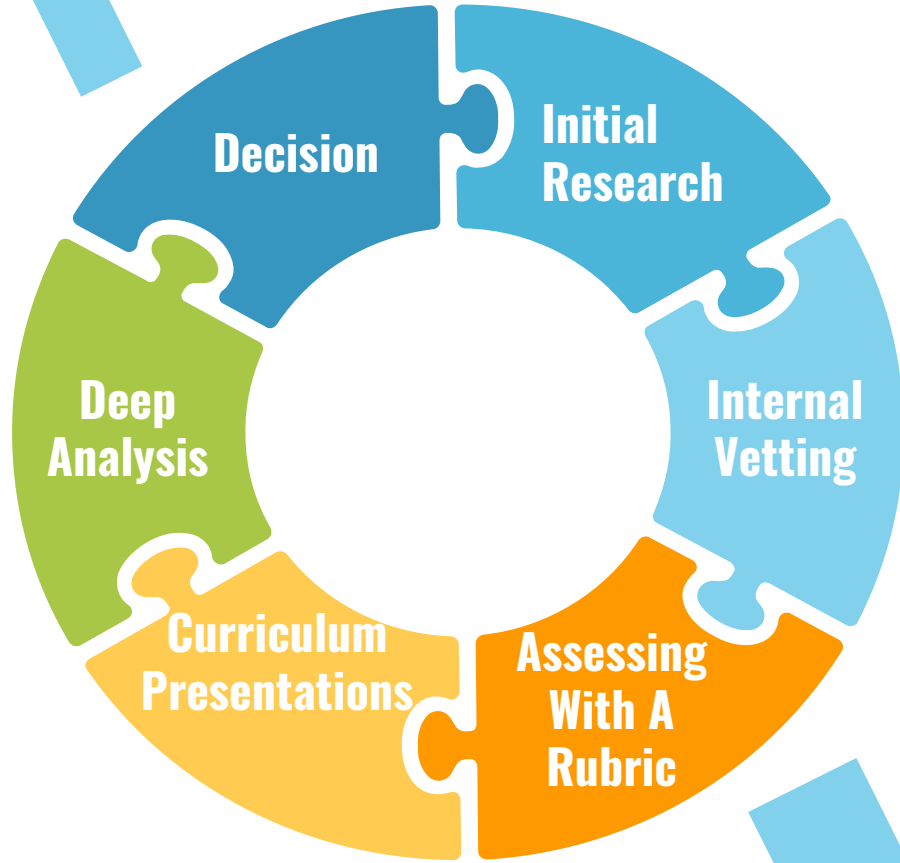
A MASSIVE SHIFT

Over the past 50 years, there has been **significant research** studying how the human brain is able to read, and how we learn to read and understand text.

At the left is **Scarborough's Reading Rope**, an infographic that concisely describes the complex processes used to develop skilled reading.

We now know that reading is not a naturally acquired skill and that **KNOWLEDGE** about the world, science, literature, and the arts **plays a much larger role in reading comprehension** than we could have anticipated.

The Process





Initial Research

- » **We reviewed** local and state literacy data
- » **We identified** the need for a curriculum aligned to the body of science of reading research and the MN K-12 Academic Standards in English Language Arts
- » **We investigated** currently available curricula which aligns to the body of research and standards

Internal Vetting

- » We contacted our top six curriculum vendors for samples of their products.
- » The K-5 ELA Curriculum Committee (including teachers, coaches, and administrators) examined physical and digital materials
- » The K-5 ELA Curriculum Committee selected three options that aligned to the science of reading



Curriculums We Reviewed

Curriculums we chose to continue to review and gather more information:

- » Amplify *CKLA*
- » Great Minds *Wit & Wisdom*
- » Savvas *myView*

Curriculums we chose not to continue to review:

- » McGraw Hill *Wonders* and *Study Sync*
- » Houghton Mifflin Harcourt *Into Reading*
- » Imagine Learning EL Education

Assessing With A Rubric

- » The K-5 ELA Curriculum Committee selected the **Curriculum Evaluation Guidelines** published by The Reading League as our evaluation tool
- » Using the Curriculum Evaluation Guidelines, we measured each curriculum against criteria that aligns with current research and evidence-based practices

Curriculum Presentations

- » We invited vendors from our top three curriculum choices to present their programs
- » During the presentations, we further refined our analysis of each curriculum and made additional notes on the rubrics
- » Upon completion of the presentations, the K-5 ELA Curriculum Committee narrowed down our selections to the two strongest contenders



Final two curriculums we reviewed in depth:

- » *Amplify Core Knowledge Language Arts*
- » *Great Minds Wit and Wisdom*

Deep Analysis

- » Our next step was to really “dig into” our top two choices
- » Teams spent many hours reading through print and digital resources, developing question “parking lots” for the company reps to answer, and matching resources to district initiatives, standards, and evidence-based practices
- » We created lists of pros and cons for each curriculum
- » We met with other districts implementing both of our top choices to get their feedback on the resources

Decision

- » We met again as a committee to discuss the pros and cons of each curriculum
- » Each grade level was given the opportunity to voice their preference of the two curricula
- » The leadership team then reviewed and analyzed all of the information to come to a decision

We are thrilled to announce our selection...

Amplify Core Knowledge Language Arts

AmplifyCKLA



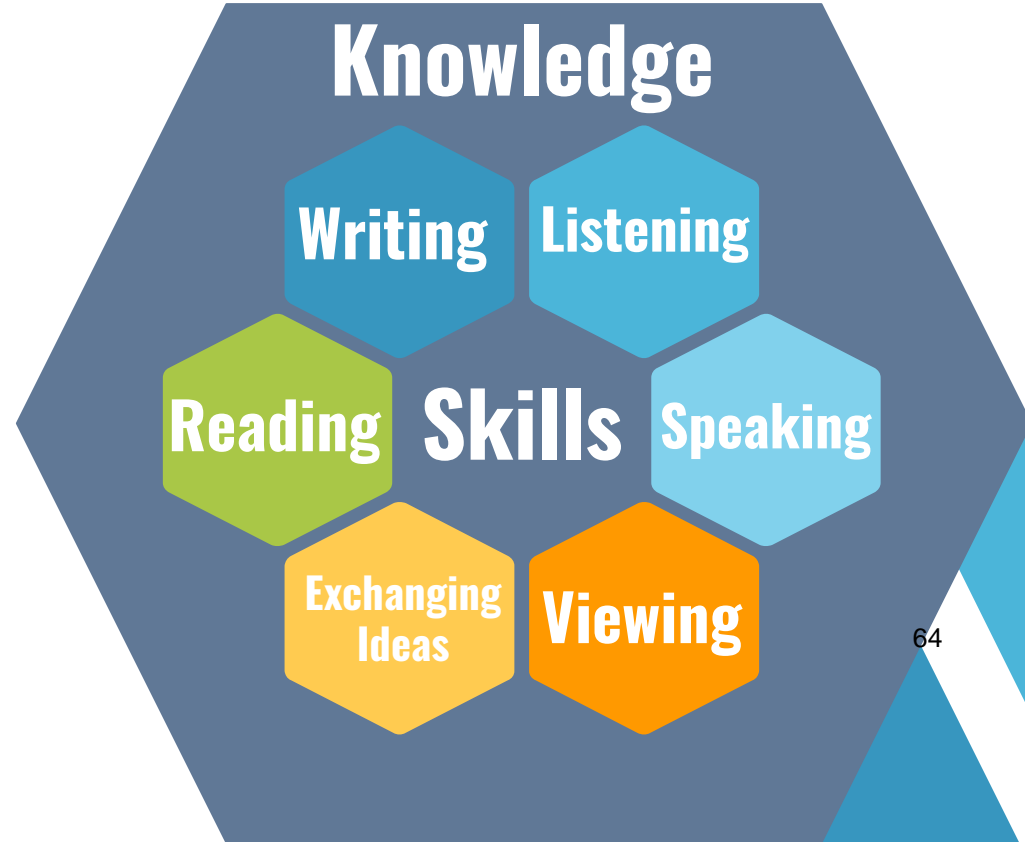
Amplify CKLA Overview

High-quality curriculum that is:

- content-specific, cumulative, and coherent
- aligned to District Literacy Initiative, MN K-12 Academic Standards in English Language Arts, and STEM practices

CKLA Is Different

CKLA meets the components of Minnesota K-12 Academic Standards in English Language Arts and wraps them into evidence-based instruction in two strands: Skills and Knowledge.



Skills Strand

Word Recognition

Grades K-2

Foundational Skills Instruction

- explicit
- sequential
- cumulative

LESSON

1

BASIC CODE

Introduce /b/ > 'b'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will provide the corresponding sound when presented with the following lowercase letters: 'a,' 'o,' 'i,' 'e,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'h'.

Students will orally provide a word with the initial /b/ sound, when provided with simple riddles.

Students will distinguish between spoken minimal pair words with /b/ and /p/ in either the initial or final position by indicating which sound, /b/ or /p/, is heard in each word.

Students will write the spelling 'b' to represent /b/ and spell and write CVC words that include the spelling 'b' to match a picture.

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /b/ > 'b'.

FORMATIVE ASSESSMENT

Observation	Letter Sounds Observation Record
Activity Page 1.1	Spell the Sound

Kindergarten Skills Lesson

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review	Whole Group	10 min.	☐ Large Letter Cards for 'i,' 'e,' 'a,' 'o,' 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'h'
Introduce the Sound /b/	Whole Group	15 min.	
Introduce the Spelling /b/ > 'b'	Whole Group	25 min.	☐ Activity Page 1.1
Student Chaining	Whole Group	10 min.	☐ pocket chart and cards for 'i,' 'e,' 'a,' 'o,' 'n' (2), 't' (2), 'd' (2), 'f,' 'v,' 'z,' 'p' (2), 'b' (2) ☐ new card for 'b' ☐ Chaining Folders ☐ Small Letter Cards for 'i,' 'e,' 'a,' 'o,' 'n' (2), 't' (2), 'd' (2), 'f,' 'v,' 'z,' 'p' (2), 'b' (2)
Take-Home Material			
Connect It			☐ Activity Page 1.2

Knowledge Strand

Language Comprehension

Grades K-2



“Those who know more,
comprehend better.”

“Prior knowledge of a topic gives a reader
or listener a mental framework into which
any new information can be slotted.”

“Knowledge is critical to
comprehension.”

Grade Level Topic Instructional Sequence

- ❖ Immersing students in specific domains
- ❖ Progressive complexity
- ❖ Building upon prior knowledge
- ❖ Bridge to independent study

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Nursery Rhymes and Fables	Fables and Stories	Fairy Tales and Tall Tales	Classic Tales: The Wind in the Willows	Personal Narratives	Personal Narratives
The Five Senses	The Human Body	Early Asian Civilizations	Animal Classification	Empires in the Middle Ages	Early American Civilizations
Stories	Different Lands, Similar Stories	The Ancient Greek Civilization	The Human Body: Systems and Senses	Poetry	Poetry
Plants	Early World Civilizations	Greek Myths	The Ancient Roman Civilization	Eureka! Student Inventor	Adventures of Don Quixote
Farms	Early American Civilizations	The War of 1812	Light and Sound	Geology	The Renaissance
Native Americans	Astronomy	Cycles in Nature	The Viking Age	Contemporary Fiction with excerpts from <i>The House on Mango Street</i>	The Reformation
Kings and Queens	The History of the Earth	Westward Expansion	Astronomy: Our Solar System and Beyond	American Revolution	A Midsummer Night's Dream
Seasons and Weather	The History of the Earth	Insects	Native Americans: Regions and Cultures	Treasure Island	Native Americans
Columbus and the Pilgrims	Fairy Tales	The U.S. Civil War	Early Explorations of North America	Chemical Matter	71
Colonial Towns and Townspeople	A New Nation: American Independence	Human Body: Building Blocks and Nutrition	Colonial America		
Taking Care of the Earth	Frontier Explorers	Immigration	Ecology		
Presidents and American Symbols		Fighting for a Cause			

FARMS

Old MacDonald Has a Farm

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will use details to describe a farm.

Reading

Students will explain why a farm is important.

Language

Students will demonstrate an understanding of the Tier 2 word tools.

Reading

Students will participate in a class recitation of "Old MacDonald Has a Farm."

FORMATIVE ASSESSMENT

Exit Pass Oral Students will produce an oral statement about why farms are important.

LESSON

1

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Domain Introduction	Whole Group	10 min	<input type="checkbox"/> song recording <input type="checkbox"/> KWL Chart
Core Connections			
Read-Aloud			
Purpose for Listening	Whole Group	30 min	
"Old MacDonald Has a Farm"			
Comprehension Questions			
Word Work: Tools			
This is a good opportunity to take a break.			
Application			
On Stage	Whole Group	20 min	<input type="checkbox"/> song lyrics
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 1.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare a recording of "Old MacDonald Has a Farm" to play for students.
- Prepare a KWL (**K**now-**W**onder-**L**earn) chart on chart paper. Save the chart for use in future lessons. Alternatively, you may access a digital version in the digital components for this domain.

Universal Access

- Gather different books about farms to pass around the class. The school or local library may be a good resource.
- You may wish to set up a diorama, or model, of a farm in the classroom. As your class learns about the different buildings, tools, animals, and crops on farms, add those items to the diorama.

CORE VOCABULARY

harvest, v.

to gather a crop that is ready to be used or eaten

Example: The farmer will harvest the pumpkins in the fall.

Variation(s): harvests, harvested, harvesting

pastures, n.

fields of grass where animals eat or graze

Example: We saw sheep in several different pastures on the way to school.

Variation(s): pasture

shelter, n.

a structure that protects people or animals from the weather or danger

Example: My birthday party was held in the shelter at the park.

Variation(s): shelters

tools, n.

items that help you do a job

Example: Do you have all of the tools that you need to fix the bike?

Variation(s): tool

Vocabulary Chart for "Old MacDonald Has a Farm"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	harvest pastures	shelter tools	
Multiple Meaning			
Sayings and Phrases	take care of come(s) from		

Kindergarten Knowledge Lesson

Second Grade Knowledge 6: Cycles in Nature

Lessons



LESSON 1
The Cycle of Daytime and
Nighttime



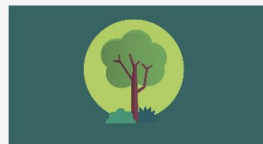
LESSON 2
The Reasons for Seasons



LESSON 3
Four Seasons in One Year



LESSON 4
The Life Cycle of a Plant



LESSON 5
The Life Cycle of Trees



LESSON 6
Which Came First, the
Chicken or the Egg?



LESSON 7
The Life Cycle of a Frog



LESSON 8
The Life Cycle of a Butterfly



LESSON 9
The Water Cycle



LESSON 10
Knowledge 6 Domain
Assessment

Integrated Strand

Integrated Skills and Knowledge
Grades 3-5

Grade Level Topic

Instructional Sequence

- ❖ Analysis and expression in reading & writing
- ❖ Fostering “wonderful conversationalists”
- ❖ Explicit language instruction
- ❖ Rich variety of texts & contexts
- ❖ Maximizing vocabulary acquisition through contextualized, content-based, and constant exposure
- ❖ Continuing to build background knowledge for strong comprehension

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Nursery Rhymes and Fables	Fables and Stories	Fairy Tales and Tall Tales	Classic Tales: The Wind in the Willows	Personal Narratives	Personal Narratives
The Five Senses	The Human Body	Early Asian Civilizations	Animal Classification	Empires in the Middle Ages	Early American Civilizations
Stories	Different Lands, Similar Stories	The Ancient Greek Civilization	The Human Body: Systems and Senses	Poetry	Poetry
Plants	Early World Civilizations	Greek Myths	The Ancient Roman Civilization	Eureka! Student Inventor	Adventures of Don Quixote
Farms	Early American Civilizations	The War of 1812	Light and Sound	Geology	The Renaissance
Native Americans	Astronomy	Cycles in Nature	The Viking Age	Contemporary Fiction with excerpts from <i>The House on Mango Street</i>	The Reformation
Kings and Queens	The History of the Earth	Westward Expansion	Astronomy: Our Solar System and Beyond	American Revolution	A Midsummer Night's Dream
Seasons and Weather	The History of the Earth	Insects	Native Americans: Regions and Cultures	Treasure Island	Native Americans
Columbus and the Pilgrims	Fairy Tales	The U.S. Civil War	Early Explorations of North America	Chemical Matter	75
Colonial Towns and Townspeople	A New Nation: American Independence	Human Body: Building Blocks and Nutrition	Colonial America		
Taking Care of the Earth	Frontier Explorers	Immigration	Ecology		
Presidents and American Symbols		Fighting for a Cause			

Third Grade Unit 9: Early Explorations of North America

Lessons



LESSON 1
Introduction to Early
Explorations of North
America



LESSON 2
1492 A Year That Changed
the World



LESSON 3
Columbus and the
Conquistadors



LESSON 4
Juan Ponce de León



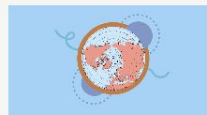
LESSON 5
Hernando de Soto



LESSON 6
Francisco Vasquez de
Coronado



LESSON 7
Spanish Settlements



LESSON 8
John Cabot, Part 1



LESSON 9
John Cabot, Part 2 (Close
Reading)



LESSON 10
Henry Hudson



LESSON 11
Samuel de Champlain



LESSON 12
The Fur Trade and
Explorers Review



LESSON 13
A History of People in
North America



LESSON 14
Unit Assessment

Knights and Castles

PRIMARY FOCUS OF LESSON

Reading

Students will refer to details and examples in the text when explaining why knights and castles were needed in the Middle Ages.

Grammar

Students will form and use prepositional phrases.

Morphology

Students will use their knowledge of the prefixes *un-* and *non-* and root words to read and interpret unfamiliar words.

Writing

Students will use a graphic organizer to produce clear and coherent writing that contrasts the life of a serf and that of a lord.

FORMATIVE ASSESSMENT

- Activity Page 4.2** **Gloomy Castles and Jousting Knights** Work in small groups to answer questions about chapter 3, "Gloomy Castles and Jousting Knights," and cite textual evidence.
- Activity Page 4.4** **Practice Nouns and Adjectives** Discover the function and relationships of nouns and adjectives by identifying them in sentences.
- Activity Page 4.5** **Practice Using Prefixes *un-* and *non-*** Use knowledge of the prefixes *un-* and *non-* and root words to read and interpret unfamiliar words.
- Activity Page 2.6** **Graphic Organizer: Lords vs. Serfs** Use a graphic organizer to produce clear and coherent writing that contrasts the life of a serf and that of a lord.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Introduce the Chapter	Whole Class	10 min.	<input type="checkbox"/> Reader <input type="checkbox"/> Activity Pages 4.1 and 4.2
Small-Group Reading: Chapter 3	Small Group	20 min.	
Discuss the Chapter and Lesson Wrap-Up	Partner/Whole Class	10 min.	
Word Work: <i>Influential</i>	Whole Class	5 min.	
Language (30 min.)			
Grammar	Whole Class/ Individual or Partner	15 min.	<input type="checkbox"/> Nouns and Adjectives Poster <input type="checkbox"/> Activity Pages 4.3–4.5
Morphology	Whole Class/ Individual or Partner	15 min.	
Writing (15 min.)			
Practice Taking Notes	Whole Individ		
Take-Home Material			
Reading			

ADVANCE PREPARATION

Language

Grammar

- Write the following sentences on the board/chart paper:
 - Castles were cold and gloomy places.
 - An orange fire glowed inside the dark castle.
 - Small windows and tiny candles offered little light.
 - The first castles were wooden forts.
 - The moat was a deep trench.

Writing

- Create an enlarged version of the Lords and Serfs Graphic Organizer on Activity Page 2.6 to display with the "Lords" column completed during Lesson 2.

	Lords	Serfs
Homes	castle or manor house	
Work	received taxes from serfs charged taxes for grinding flour fought other lords	
Clothing	nice clothes	
Food	enough food	
Amount of Power	controlled land and towns near the castle controlled the people who worked on the land and lived in the towns	

Universal Access

- Plan small groups for the reading activity based on the recommendations in the "Establish Small Groups" section of the Teacher Guide for the Reading portion of this lesson.
- Prepare visual cues for the academic vocabulary words relevant to this chapter.

ACADEMIC VOCABULARY

- armor, n.** a protective covering used to keep a person safe from injury during battle (armored)
- esteemed, adj.** highly regarded; admired
- influential, adj.** having power to change or affect important things or people
- title, n.** a name that describes a person's job or status
- ransom, n.** money that is paid to free someone who was captured
- aspiring, adj.** hoping to be or become something
- enclose, v.** to surround; close in (enclosed)
- siege, n.** a situation in which soldiers or police officers surround a city or building to try to take control of it

Vocabulary Chart for Chapter 3 "Gloomy Castles and Jousting Knights"

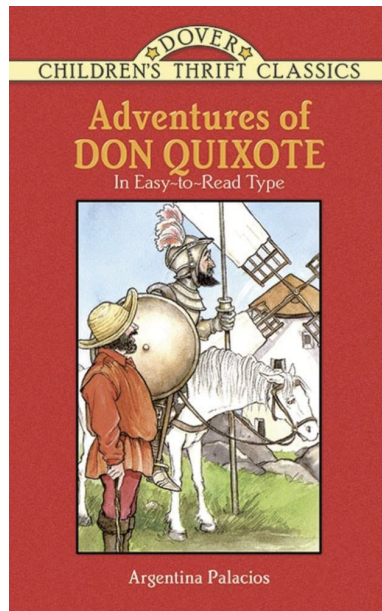
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	armor siege	esteemed influential title ransom aspiring enclose
Multiple-Meaning Core Vocabulary Words		title
Sayings and Phrases		

Spanish Cognates for Academic Vocabulary in the Middle Ages

estimado (esteemed)
 influyente (influential)
 título (title)

Fourth Grade Unit 2 Part 1: Empires in the Middle Ages

Fifth Grade Unit 4: Adventures of Don Quixote



Lessons



LESSON 1
The Life of a Knight



LESSON 2
Don Quixote's Journey to
Knighthood



LESSON 3
Quixotic Behavior



LESSON 4
Characterizing Don
Quixote



LESSON 5
Don Quixote and Sancho's
Obstacles



LESSON 6
The Many Traits of Don
Quixote and Sancho Panza



LESSON 7
Ironic Adventures



LESSON 8
Another Don Quixote
Adaptation



LESSON 9
An Idealistic Sancho?



LESSON 10
A Realistic Don Quixote?



LESSON 11
The Successful Governor



LESSON 12
Revisiting Sancho's Success

78



LESSON 13
The Reunion



LESSON 14
The Return of Alonso
Quixano



LESSON 15
Unit Assessment



CKLA Program Guides

Grades K-2

Grades 3-5



Members of the K-5 ELA Curriculum Committee

Amanda Ahrndt

Courtney Guldseth

Melanie Perry

Chris Leeseberg

Jen Lemke

Kristin Backlund

Sara Edgar

Jen Derheim

Jen Elness

Andrea Vanderberg

Shannon Lynch

Jon Murray

Katy Aanenson

Caryl Gordy

Scott Pierce

Jona Deavel

Minda Anderson



Thank you!

The K-5 ELA Curriculum Committee recommends the adoption of Amplify Core Knowledge Language Arts.



2022-2023

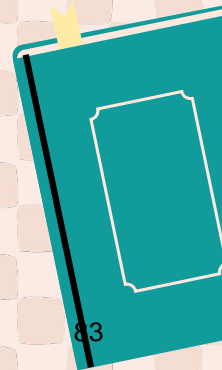
Health Curriculum Adoption

____ Big Lake Middle School ____
Big Lake High School



Curriculum Review Cycle

Districts, schools, and educators make curriculum and instruction decisions to support the teaching and student mastery of standards. By statute (Minn. Stat. § 120B.021, subd. 2(b)), Minnesota academic standards do not require a specific curriculum.



A	B	C	D	E	F	G	H	I	J	K
	Review Standards & Best Practices	Reiew Methods & Materials - Present to DAC - Purchase June	Implementation - Reflection	Monitor & Adjust	Monitor & Adjust	Review Standards & Best Practices	Reiew Methods & Materials - Present to DAC - Update June	Implementation - Reflection	Monitor & Adjust	Monitor & Adjust
2021-2022	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts - MDE implementarion 2023-2024	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Language Arts K-5
2022-2023	Science	Language Arts K-5	Physical Education & Health MDE 2023-2024 Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8
2023-2024	Language Arts 6-8	Science	Language Arts K-5 - MDE implementation 2025-2026	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12 - MDE implementation 2025-2026	Mathematics	Social Studies
2024-2025	Social Studies	Language Arts 6-8	Science - MDE rollout with full implementation 2024-2025	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics
2025-2026	Mathematics	Social Studies	Language Arts 6-8 - MDE implementation 2025-2026	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12
2026-2027	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention
2027-2028	SEL EL SPED Intervention	English 9-12	Mathematics (MDE implementation likely 2027-2028)	Social Studies	Language Arts 6-8	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE
2028-2029	World Language & CTE	SEL EL SPED Intervention	English 9-12 - MDE implementation 2025-2026	Mathematics	Social Studies	Language Arts 6-8	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech	Arts
2029-2030	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Science	Language Arts K-5	Physical Education & Health Media/ Informational Tech
2030-2031	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Science	Language Arts K-5
2032-2033	Science	Physical Education & Health Media/ Informational Tech	Arts	World Language & CTE	SEL EL SPED Intervention	English 9-12	Mathematics	Social Studies	Language Arts 6-8	Science




Health Education

The purpose of health education is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health. Health education improves the health status of individuals, families, communities, states and the nation. ~ MDE



Standards

The Minnesota Department of Education recommends that districts use the [National Health Education Standards](#) (NHES). These standards establish, promote and support health-enhancing behaviors for students in all grade levels, K-12.





Establishing a Need

- Current curriculum is from 2009
- Relevant and up to date topics
- Curriculum Review Cycle
- Need for digital student access
- Skills based rubrics and assessments

Resources to Review

McGraw-Hill

- Glencoe Teen Health (2021)
- Glencoe Health (2021)

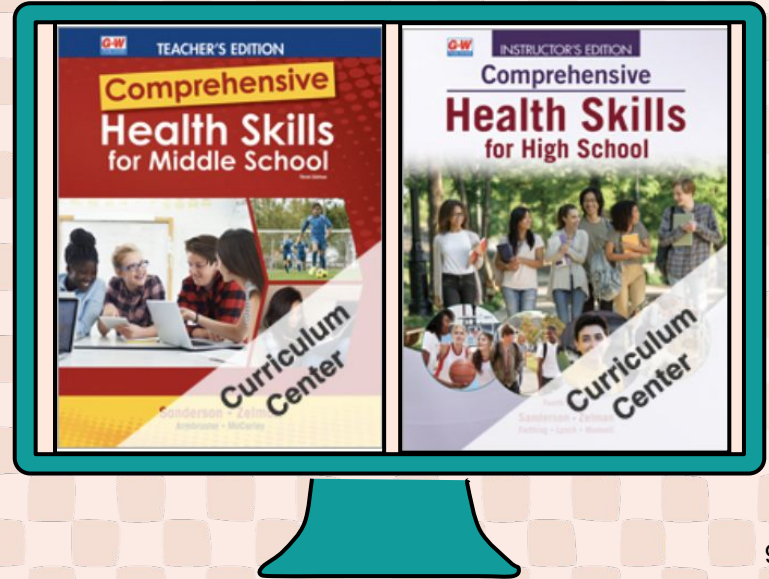
Goodheart-Willcox

- Comprehensive Health Skills for Middle School (2023)
- Comprehensive Health Skills for High School (2023)

Review of Curriculums

- Aligned to NHES standards
- Technology and online integration
- Developmentally and age appropriate resources
- Current materials and resources with updates
- Aligns with UDL practices
- Bilingual and audio options
- Rubrics and assessments

**Curriculum of
Choice:
Goodheart-Willcox
Comprehensive
Health**





Curriculum Features

- Skills-based health education
- Core health topics
- Aligned to NHES standards
- New content lessons added each year
- Case studies
- Unit warm-up activities
- Embedded assessments
- Digital student edition



Health Classes Offered

MS: 7th and 8th grade requires health one trimester

HS: 10 grade requires health for half a year



MS/HS Health Curriculum Committee

Steve Klein - MS Health & PE

Anita Stangler - MS Health & PE

Desi Morton - MS/HS Health & PE

Gabby Sandford - HS Health & PE

Jon Beach - Director of Technology

Mark Ernst - MS Principal

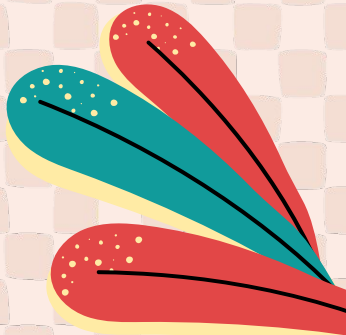

Bob Dockendorf - HS Principal

Minda Anderson - Asst Superintendent of Teaching & Learning





THANKS!



**MS/HS Health Curriculum Committee
Recommends a six year purchase of G-W
Comprehensive Health Curriculum**

Presentation date: May 2023

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Big Lake Public Schools 2023-2024 School Calendar

Board Approved 2/24/22

Student Days.....170
Teacher Days.....183

Important Dates:

SEPTEMBER

Sep 4—Labor Day—No School
Sep 5—School begins 6 & 9th only
Sep 5 & 6 (Grade K-5 Assess. by appt)
Sep 6—School begins grades 6-12
Sep 7—School begins grades K-5

OCTOBER

Oct 18—PD Day—No School Students
Oct 19-20—MEA—No School

NOVEMBER

Nov 3—K-5 PT conferences—No School Elementary Students
Nov 22—PD Day—No School Students
Nov 23-24—Thanksgiving—No School

DECEMBER

Dec 1—End Tri 1
Dec 4—No School Students—PD/TW
Dec 22-Jan 1—Winter Break

JANUARY

Jan 15—No School
Jan 16—PD Day—No School Students

FEBRUARY

Feb 15—PD—No School Students
Feb 16-19—No School

MARCH

Mar 5—K-5 conferences—No School Elementary Students
Mar 7—End Tri 2
Mar 8—No School Students—PD/TW
Mar 29—No School

APRIL

Apr 1—No School

MAY

May 27—Memorial Day—No School
May 29—Seniors Last Day
May 30—Last Day
May 31—PD/TW
May 31—Graduation

P/T Conferences

Oct 12—HS and MS
Nov 3—K-5
Feb 8—HS and MS
Mar 11—K-5

July 2023					August 2023					September 2023				
Mon	Tue	Wed	Th	Fri	Mon	Tue	Wed	Th	Fri	Mon	Tue	Wed	Th	Fri
3	4	5	6	7		1	2	3	4					1 NS
10	11	12	13	14	7	8	9	10	11	4 NS	5 K-5 Assess 6 th and 9 th orientation	6 K-5 Assess 6-12 start	7 K-5 Start	8
17	18	19	20	21	14	15	16	17	18	11	12	13	14	15
24	25	26	27	28	21	22	23	24	25	18	19	20	21	22
31					28 PD	29 PD	30 PD	31 PD		25	26	27	28	29

October 2023					November 2023					December 2023				
Mon	Tue	Wed	Th	Fri	Mon	Tue	Wed	Th	Fri	Mon	Tue	Wed	Th	Fri
2	3	4	5	6			1	2	3 K-5 PT conf.					*1 End Tri 1
9	10	11	12 HS and MS PT Conf.	13	6	7	8	9	10	4 NS PD/TW	5	6	7	8
16	17	18 PD	19 TC MEA	20 MEA	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22 PD	23 NS	24 NS	18	19	20	21	22 NS
30	31				27	28	29	30		25 NS	26 NS	27 NS	28 NS	29 NS

January 2024					February 2024					March 2024				
Mon	Tue	Wed	Th	Fri	Mon	Tue	Wed	Th	Fri	Mon	Tue	Wed	Th	Fri
1 NS	2	3	4	5				1	2					1
8	9	10	11	12	5	6	7	8 HS and MS PT Conf.	9	4	5	6	*7 End Tri 2	8 NS PD/TW
15 NS	16 PD	17	18	19	12	13	14	15 PD	16 NS	11 K-5 PT conf.	12	13	14	15
22	23	24	25	26	19 NS	20	21	22	23	18	19	20	21	22
29	30	31			26	27	28	29		25	26	27	28	29 NS

April 2024					May 2024					June 2024				
Mon	Tue	Wed	Th	Fri	Mon	Tue	Wed	Th	Fri	Mon	Tue	Wed	Th	Fri
1 NS TC	2	3	4	5			1	2	3	3	4	5	6	7
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
29	30				27 NS	28	29 Seniors Last Day	*30 Last Day	31 NS PD/TW Graduation					

NS = No School
PD = Professional Development
TC = Teacher Comp Day
PT = Parent/Teacher Conf.
* = End of Trimester

Trimester End dates

December 1
March 7
May 30

Tri 1=58
Tri 2=56
Tri 3=56

Proposed Changes

Oct 18 from K-5 PD to K-12 PD
Nov 3 from MS and HS PD to in session, K-5 conf
Feb 15 from K-5 PD to K-12 PD
Mar 11 from MS and HS PD to in session, K-5 conf
Apr 1 potential weather make-up day (after 7 closures)

RESOLUTION RELATING TO SENATE FILE 2615 AND HOUSE FILE 2917

WHEREAS on November 2, 2021, voters living within the Big Lake school district approved a bond referendum for the betterment of school facilities; and

WHEREAS the leadership of the school district provided extensive information to residents about the benefits of its facilities project, including CLASSROOM, HEALTH, SAFETY, SECURITY AND EFFICIENCY improvements; and

WHEREAS the school district obtained accurate estimates of project costs from licensed experts prior to approval of the referendum, including contingency funds in case of unforeseen events; and

WHEREAS the leadership of the school district shared these costs of the project and the projected tax impact with local property owners; and

WHEREAS prior to the referendum, the school district received a positive Review and Comment letter from the Minnesota Department of Education, the highest rating available, demonstrating that the project is educationally and financially advisable; and

WHEREAS as the school district evaluated pre bid estimates, it was determined that the facilities project was challenged by unprecedented construction inflation exceeding 20% of the pre-referendum estimates for some areas of the project; and

WHEREAS the school district has taken steps to refine the facilities project to respond to this unprecedented construction inflation, but has determined that further changes in project scope will threaten the goal of the betterment of school facilities in the manner that local voters understood;

WHEREAS the school district subsequently followed state law by publicly requesting construction bids for its facilities project, seeking to award contracts based on the lowest bids from qualified contractors; and

WHEREAS the Minnesota Legislature has stepped up in the past when school districts have faced unusual circumstances beyond their control that have impacted the quality of their facilities.

THEREFORE BE IT RESOLVED that the elected members of the board of the Big Lake school district request that the Minnesota Legislature pass Senate File 2615 and House File 2917, assisting local school districts that were affected by unprecedented construction inflation.

The motion for the adoption of the foregoing resolution was adopted by _____ and was duly seconded by _____ and upon vote being taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon the resolution was declared duly passed and adopted.

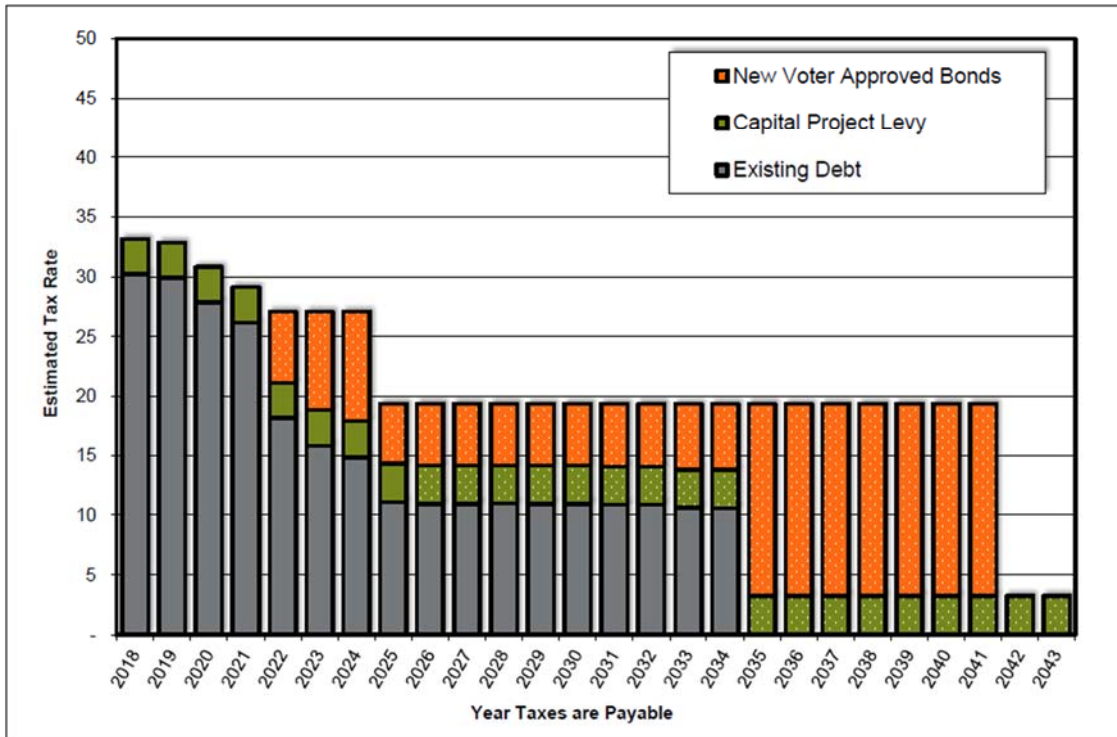
DEBT SERVICE LEVIES

ESTIMATES PRIOR TO THE BOND SALE

Big Lake Public Schools, ISD No. 727
 Estimated Tax Rates for Capital and Debt Service Levies
 Existing Commitments and Proposed New Debt

\$30,000,000 Voter Approved Bonds
 20 Year Term
 Wrapped Around Existing Debt

Date Prepared: December 9, 2021



The 2021B Refunding Bonds, which funded high school construction, are paid off in fiscal year 2025. If the School Board chooses to increase the district’s operating and/or technology levy, this is an opportunity to have an election with little or no increase or perhaps a decrease in taxes (assuming market values stay constant). This was the strategy for the November 2021 bond referendum election. This election would need to occur November 2024.

Big Lake Schools, ISD 727

Local Optional Revenue (LOR), Operating Referendum Revenue & Capital Project Levy Revenue

Election Year	Taxes Payable	Fiscal Year	Revenue Per Pupil Unit			Renewal Years for Expiring Authorities	Tax Rate
			Local Optional Revenue	Voter Approved Referendum	Total		Capital Projects Levy
2021	2022	2023	724.00	637.99	1,361.99		3.21%
2022	2023	2024	724.00	661.18	1,385.18		3.21%
2023	2024	2025	724.00	680.53	1,404.53		3.21%
2024	2025	2026	724.00	698.90	1,422.90	*	3.21%
2025	2026	2027	724.00	0.00	724.00	** / ^^	0.00%
2026	2027	2028	724.00	0.00	724.00		0.00%
2027	2028	2029	724.00	0.00	724.00		0.00%
2028	2029	2030	724.00	0.00	724.00		0.00%
2029	2030	2031	724.00	0.00	724.00		0.00%
2030	2031	2032	724.00	0.00	724.00		0.00%
2031	2032	2033	724.00	0.00	724.00		0.00%
2032	2033	2034	724.00	0.00	724.00		0.00%

98

Estimated Revenue for Fiscal Year 2024

Local Optional Revenue	\$2,508,081
Operating Referendum	\$2,252,769
Capital Project Levy	\$669,369

Estimated FY 2024 CPL Revenue Per Pupil: **\$193.22**

Notes:

- * First year to renew expiring voter approved referendum authority
- ** Last year to renew expiring voter approved referendum authority
- ^^ Last year to renew expiring capital project levy

Source: Minnesota Department of Education