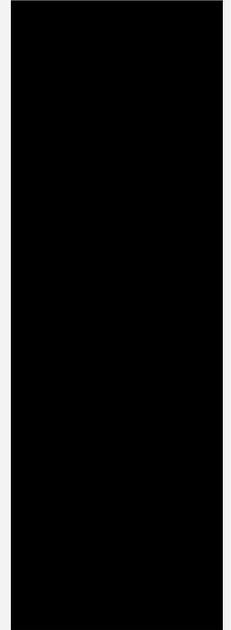


# SHAKOPEE PUBLIC SCHOOLS



SCHOOL BOARD AGENDA



Independent School District 720 – Shakopee Public Schools  
Shakopee Public Schools District Office Board Room, 1200 Town Square, Shakopee, MN  
55379  
1200 Town Square  
Shakopee, Minnesota

February 13, 2017  
6:00 PM

## Board of Education

1. CALL TO ORDER AND ROLL CALL - CHAIR SWANSON.
2. WE ARE SHAKOPEE SCHOOLS - GOOD NEWS ITEMS.
  2. 1. Presentation of the Shakopee Education Endowment Foundation (SEEF) 2016-17 Grants
  2. 2. Shakopee High School Student Logan Chelmo Student Recognition 6
  2. 3. Shakopee Teacher Candidates for Minnesota Teacher of the Year 7
  2. 4. Threads for Teens - Grace & Katie Myler 8
3. RECOGNITION OF VISITORS TO BOARD MEETING.
4. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS.
5. CONSENT ITEMS
  5. 1. Personnel Items
    - 5.1.1 Acceptance of Retirements**  
Last Name, First Name , Position, Location, Effective  
Alovera, Simplicio, Head Custodian, Central Family Center, 2/10/2017  
Rislund, Paulette, Volunteer Program Coordinator, District Wide, 2/28/2017  
**Recommended Action**  
Accept the retirements and thank them for their service to the district as presented.
    - 5.1.2 Acceptance of Resignations**  
Last Name, First Name, Position, Location, Effective Date  
Chamberlain, Erin, Teacher, Kindergarten, Eagle Creek Elementary School, 5/26/2017  
Glynn, Deanne, Lead Program Support Assistant, District Wide, 1/23/2017  
Meek, Romaine, Duplicating Secretary, Central Family Center, 2/10/2017  
Moak, Kristin, Instructional Coach, Pearson 6th Grade Center, 5/26/2017  
Nolan, Katie, School Nurse, Central Family Center, 2/24/2017  
Patterson, Amy, Program Support Assistant, Sun Path Elementary School, 1/27/2017  
Pflueger, Michelle, Health Assistant, High School, 2/15/2017  
Sindelir, JoAnn, Pre-School Screening, Central Family Center, 1/20/2017  
Williams, Jessica, Teacher, Building Substitute, Sun Path Elementary School, 2/10/2017  
**Recommended Action**

Accept the resignations as presented.

### **5.1.3 Approval of Certified Contract**

Last Name, First Name, Position, Location, Grade, Step, FTE,  
Effective, Salary Annual

Breyer, Heidi, Building Substitute Teacher, Jackson Elementary School,  
N/A, N/A, 1.0, 2/13/2017-4/28/2017, \$125.00/day, R

#### **Recommended Action**

Approve certified contract as presented.

### **5.1.4 Approval of Non-Certified Contracts**

Last Name, First Name, Position, Location, Salary, Effective

Betlock, Lisa, Program Support Assistant, Red Oak Elementary School,  
\$12.96/hr, 2/03/2017, R

Houser, Kari, .313FTE, Program Support Assistant, Eagle Creek  
Elementary School, \$14.58/hr, 2/06/2017, R

Kubler, Jayne, .469FTE, Program Support Assistant, Eagle Creek  
Elementary School, \$15.47/hr, 2/06/2017, R

Paul, Linda, Technology Assistant, High School, \$17.20/hr, 1/10/2017, R

Wicks, Laura, Program Support Assistant, Sun Path Elementary School,  
\$14.30/hr, 2/13/2017, R

#### **Recommended Action**

Approve the non-certified contracts as presented.

### **5.1.5 Approval of Long Term Substitute Contracts**

Name LTS, Replacing, Position, Location, Approx. Dates, Grade/Step,  
Approx. Days, FTE, Salary

Olson, William, Tuseth, Chase, Teacher, Science, Tokata Learning Center,  
2/06/2017 through approx. 5/26/2017, MA Step 3, 76, 1.0, \$254.10/day

Cronin, Chris, Haake MaryKate, Teacher, Grade 1, Jackson Elementary  
School, 2/20/2017 through approx. 5/26/2017, BA Step 3, 66, 1.0,  
\$212.04/day

Breyer, Heidi, McGuire, Kristine, Teacher, Grade 1, Jackson Elementary  
School, 5/1/2017 through approx. 5/26/2017, BA + 30 Step 3, 17, 1.0,  
\$234.59/day

Scheu, Nicole, Fore, Ashley, Teacher, Tech Education, Pearson, 6th  
Grade Center, 3/20/2017 through approx. 5/19/2017, BA + 30 Step 3, 40,  
1.0, \$243.59/day

Conrad, Ann, Storkson, Nicole, Teacher, Special Services, High School,  
2/01/2017 through approx. 5/26/2017, BA Step 3, 79, 1.0, \$212.04/day

Peterson, Jennifer, Stockey, Sally, School Social Worker, Sweeney  
Elementary School, 2/06/2017 through approx. 5/26/2017, BA Step 3, 76,  
1.0, \$212.04/day

VanHorn, Alexandra, Phat, Sulin, Avid Tutor, West Junior High School,  
2/13/2017 through approx. 3/13/2017, Grade 3 Step 1, 20, .588, \$14.30/hr

Garcia, Heather, McKenzie, Theresa, Program Support Assistant, Red  
Oak Elementary School, 2/08/2017 through approx. 3/20/2017, Grade 3  
Step 1, 28, .813, \$14.30/hr

#### **Recommended Action**

Approve the long term substitute contracts as presented.

- 5. 2. Approval of minutes of the January 9, 2017 School Board Re-Organization and Business Meeting. 15  
**Recommended Action**  
 Approve the minutes of the January 9, 2017 School Board Re-Organization and Business Meeting as presented.
- 5. 3. Consideration of bills and authorization to pay same.  
**Recommended Action**  
 Approve the bills and authorize to pay same as presented.
- 5. 4. Approval of Wires Report. 21  
**Recommended Action**  
 Approve the wires report as presented.
- 5. 5. Approval of Change Order #4 23  
 Change Order #4 for the High School Early Site Package with Northwest Asphalt, Inc. in the deduct amount of -\$741.10 is presented for approval.  
**Recommended Action**  
 Approve Change Order #4 as presented.
- 5. 6. Indian Education Federal Grant 24  
**Recommended Action**  
 Accept the Indian Education Federal Grant information as presented.
- 6. OLD BUSINESS DISCUSSION ITEMS
- 6. 1. Construction Updates  
 Assistant Superintendent John Bezek will provide an update on all aspects of our construction projects.  
 Presenter: Assistant Superintendent John Bezek  
 Time: 20 minutes
- 7. OLD BUSINESS ACTION ITEMS
- 7. 1. Acceptance of Master Plan 30  
 Board Member and Steering Committee Representative Reggie Bowerman and Superintendent Thompson will present the Ford Next Generation Learning Master Plan for Board acceptance. Our community designation ceremony will be held the afternoon of May 9, 2017.  
**Recommended Action**  
 Accept the Ford NGL Master Plan as presented.  
 Presenter: Board Member and Steering Committee Representative Reggie Bowerman and Superintendent Thompson  
 Time: 10 minutes
- 7. 2. District Brand and Messaging Guide 130  
 Communications Supervisor Ashley McCray will present the district's Brand and Messaging Guide for Board acceptance.  
**Recommended Action**  
 Accept the Brand and Messaging Guide as presented.  
 Presenter: Communications Supervisor Ashley McCray  
 Time: 10 minutes
- 8. NEW BUSINESS DISCUSSION ITEMS
- 8. 1. Shakopee Public Schools Legislative Grant Request  
 School Board Clerk Shawn Hallett will present an update on the

Academies of Shakopee legislative grant proposal recently presented to Senator Eric Pratt. An additional date has been set to visit with Representative Bob Loonan.

Presenter: School Board Clerk Shawn Hallett

Time: 5 minutes

8. 2. Attendance Areas Process Including Benchmarks - Effective Fall 2018 176

Superintendent Thompson will provide an overview of the process that will be used to form new district boundaries for the 2018-19 School Year.

February - Framework, Benchmarks and Guiding Change Document

Created by School Board

March - First Look and Review of **Proposed 2018-19 Attendance Area Changes**

March 20-April 10, 2017 - Public Review and Comment

April - 1st Reading of 2018-19 Attendance Areas

May - 2nd Reading of 2018-19 Attendance Areas

Presenter: Superintendent Rod Thompson and Data, Assessment and Testing Administrator Dave Orlowsky

Time: 10 minutes

9. NEW BUSINESS ACTION ITEMS

10. OTHER

11. COMMITTEE REPORTS

12. UPCOMING MEETINGS AND IMPORTANT DATES

February 20, 2017 School Board Retreat 5:00-9:00PM

February 27, 2017 School Board Learning Session 6:00PM

March 13, 2017 School Board Business Meeting 6:00PM

March 20, 2017 School Board Retreat 5:00-8:00PM

April 10, 2017 School Board Business Meeting 6:00PM

April 17, 2017 School Board Retreat 5:00-8:00PM

13. ADJOURNMENT TO CLOSED SESSION

14. CALL TO ORDER - CLOSED SESSION

The School Board will close the meeting pursuant Minn. Stat. § 13.05, subd. 2(a)(3) to discuss private educational data regarding a student incident, and Minn. Stat. § 13.05, subd. 3(b)(the attorney-client privilege) to discuss a notice of claim concerning a student incident.

15. ADJOURNMENT TO OPEN SESSION

16. ADJOURNMENT



## 2/13/17 School Board Meeting: Good News Items

---

Congratulations to 15-year-old Logan Chelmo, a 10<sup>th</sup> grader at Shakopee High School.

Earlier this month, Logan traveled to San Francisco, California to participate in the 21<sup>st</sup> Berlin & Beyond Film Festival's Youth 4 German Cinema program.

The Y4GC program gives high school students the opportunity to go behind-the-scenes and participate at the international film festival, meet industry professionals and take part in a short filmmaking camp.

Logan, a videographer and aspiring filmmaker, was chosen from a pool of more than 100 applicants.

He was also one of only three students selected from the United States.

---

Four Shakopee teachers have been named candidates for Minnesota Teacher of the Year. The Teacher of the Year award is given out by Education Minnesota.

There are 132 teachers that have been named candidates from throughout the state. In May, one of them will become Minnesota's 53rd Teacher of the Year. Over the coming weeks, a panel will name a group of finalists and semi-finalists.

Shakopee's candidates include:

Rachel Beran, Shakopee High School

Wade Laughlin, Shakopee High School

Krissy Purington, Sweeney Elementary

Susanne Springer, Eagle Creek Elementary



## 2/13/17 School Board Meeting: Good News Items

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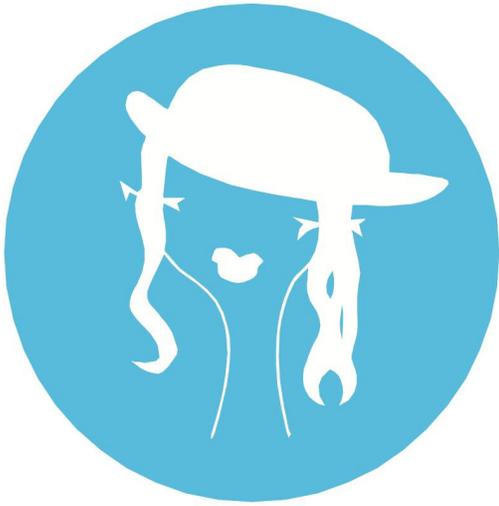
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Susanne Springer, Eagle Creek Elementary



*Threads for Teens*

Minnesota

EMPOWERING GIRLS THROUGH CLOTHING

# HISTORY



*Threads for Teens*

Minnesota

EMPOWERING GIRLS THROUGH CLOTHING



Threads for Teens Minnesota is a pop-up boutique providing free, fashionable clothing to teen girls in foster care or from low income households. Our goal is to help build self-esteem, confidence and hope through the gift of clothing, support and education.

- 📅 Founded in 2010 by California teen, Allyson Ahlstrom, to provide less fortunate teen girls a new outfit to help boost self-esteem.
- 📅 501 (c) (3) charitable organization.
- 📅 To date, over 5,000 girls have been provided free, brand-new clothing during multi-state events.
- 📅 March 2016 Grace & Katie Myler partner with Allyson to provide free clothing to teen girls in Minnesota.
- 📅 August 2016 three “Back-to-School” events were held in western Minnesota providing over 25 teen girls back-to-school outfits & school supplies.
- 📅 October 2016 “Fall in Love with #Style” event held to distribute free new clothing donated by rue21. 15 girls participated in this event.
- 📅 December 2016.... Threads For Teens Minnesota impacts Scott County and the surrounding metro area.

“Amazing! Threads for Teens is very inspiring and makes you feel so special. If you get nominated definitely check it out. It’s a very welcoming environment so don’t be shy.” - Haley P., Threads for Teens MN recipient



MN Lead Stylist  
Grace Myler  
assisting a clothing  
recipient

# MN CO-DIRECTORS

*Grace Myler*

Threads For Teens Minnesota

-  Freshman at Southwest Christian High school, Chaska
-  Miss Minnesota Junior Teen, National American Miss
-  Serves on the student board for United Dance Marathon—Special Olympics
-  The face of the Minnesota boutique; runs our social media accounts, raises funds and lead stylist.
-  Fun Facts: Loves to travel, works at Valley Fair, and aspires to be a broadcast journalist.

# 2016-2017 VISION

-  Raise funds to pay for a monthly storage unit.
-  Raise funds to use for the purchase of new clothing, accessories, shoes & personal care items.
-  Find a permanent location in Scott County or surrounding area that would be gifted to Threads For Teens Minnesota.
-  Increase awareness of our program in our community.
-  Provide clothing to 25 teen girls monthly.
-  Develop Self Esteem/mentorship curriculum to be integrated into our local program.



Threads for Teens  
Minnesota Co-Directors  
Katie & Grace Myler

*Katie Myler*

Threads For Teens Minnesota

-  Shakopee resident for 18 years.
-  Graduate of Mankato State University with a B.S. degree in Business & Marketing.
-  The “behind the scenes” gal for Threads for Teen Minnesota.
-  Fun Facts: Mom to two wonderful teen girls, avid book reader and loves traveling.

# PARTNERS

With your support, Threads for Teens Minnesota can impact teen girls right here in our community. Please contact us to make a donation! Thank you to our current partners:



BRITTANY LINK  
PHOTOGRAPHY

rue21®  
claire's®

## FOUNDER

*Allyson Ahlstrom*

-  Rising senior at the Wharton School, University of Pennsylvania; B.S. in Economics, Concentrations in Finance, Real Estate; Minor in Art History
-  J.P. Morgan Summer Analyst in Middle Market Technology Group
-  VP of Marketing, Wharton Undergraduate Entrepreneurship Club
-  Fun Facts: Plays the harp and piano; from Sonoma County; lived in Lake Tahoe for eight years; visited all 50 states.



"The family I nominated loved, loved, loved the event! All 3 girls wore their outfit the first day back to school. They couldn't stop talking about it. They also said the cookies were yummy. Thanks again it was a real treat to our families."  
-Nancy B., Mcleod Co. Social worker



Photos by Brittany Link Photography



"Just wanted to say thank you for referring us for Threads for Teens! What a great experience. The family that hosted it was wonderful and she felt so special to pick out clothes and have another girl her age helping... it was really an amazing experience for her! Thanks again." -Back-to-School event recipient

"The girls had such an awesome time!!! They couldn't stop talking about their trip to the boutique! Thank you also for the school supplies! You both are so generous!!!! Thanks again for thinking of us and providing our kids with what they need to start the school year right!"  
-Stephanie Siegel, Program Director, Minneapolis Boys & Girls Club



*Threads for Teens*

Minnesota

EMPOWERING GIRLS THROUGH CLOTHING

**GRACE & KATIE MYLER, CO-DIRECTORS**

[grace@threadsforteens.org](mailto:grace@threadsforteens.org)

[katie@threadsforteens.org](mailto:katie@threadsforteens.org)

Phone: 952-564-0705

**WWW.THREADSFORTEENS.ORG**

# Threads for Teens

MINNESOTA

EMPOWERING GIRLS THROUGH CLOTHING

[WWW.THREADSFORTEENS.ORG](http://WWW.THREADSFORTEENS.ORG)



"I know how clothing can help boost my confidence and I want to be able to give others girls that same feeling." -Grace Myler, TFT Minnesota



Nominate  
a girl  
today!

Threads for Teens is a 501(c)(3) non-profit organization dedicated to helping teen girls in foster care and from low income households build their self-esteem, confidence, and give them hope. We accomplish this through gifts of clothing, support, and education.

To nominate a girl between the ages of 13-18. Please visit <http://threadsforteens.org/threads-for-teens-nomination-to-support-girls/>

Girls will receive four to eight clothing items (Mostly new, but some gently used items).

*Upcoming Dates:*

Monthly pop-up boutiques

*By Appointment Only:*

*Nominate a girl today!*

CONTACT US  
FOR UPCOMING  
MONTHLY 2017  
DATES AND  
LOCATIONS!

Stylists will be on hand to help girls find their complete look!

Any questions?  
Contact Grace & Katie  
at 952-564-0705

Instagram:  
@threadsforteens\_mn  
Facebook /threadsforteensmn



Threads for Teens  
EMPOWERING GIRLS THROUGH CLOTHING

# MINNESOTA CHAPTER IN THE NEWS

## Threads for Teens Gives Foster Kids Newfound Confidence



<http://kstp.com/news/threads-for-teens-foster-kids-molly-marshall-grace-mylers-prior-lake-dignity-boutique-grace-space/4357566/>

<http://sunpatriot.com/2016/08/26/beauty-pageant-star-pays-fashion-forward/>



<http://www.herald-journal.com/archives/2016/stories/Threads-for-Teens.html>

# Threads for Teens

M i n n e s o t a

EMPOWERING GIRLS THROUGH CLOTHING

W W W . T H R E A D S F O R T E E N S . O R G



..... *Your donation makes a difference!!* .....

With your support, Threads for Teens Minnesota can impact teen girls right here in our community.



\$50

Buys one outfit for a teen in our community



\$100

Buys four pairs of shoes



\$150

Buys two outfits and two pairs of shoes for a teen



\$200

Buys four outfits for deserving teens in our community



\$250

Five teens will receive outfits from your contribution



\$300

Six teens will receive outfits from your contributions

..... *Will you make this a recurring monthly gift?* .....

\$\_\_\_\_\_ Recurring Monthly Contribution

Please mail checks to below address and make payable to: *Threads for Teens*.

To make a recurring payment please contact Katie Myler, 952-564-0705

*Threads for Teens Minnesota*

**GRACE & KATIE MYLER, CO-DIRECTORS**

grace@threadsforteens.org

katie@threadsforteens.org

1950 Raspberry Lane, Shakopee MN, 55379

Phone: 952-564-0705

Threads for Teens is a 501(c)(3) organization.

All donations made to Threads for Teens Minnesota go directly to providing clothing and support to Teens in Minnesota. We will ensure that our donors' contributions are spent efficiently and effectively. All donations are tax deductible.

# Minutes of Board Business Meeting

## School Board Shakopee Public Schools

---

A Board Business Meeting of the School Board of Shakopee Public Schools was held Monday, January 9, 2017, beginning at 6:00 PM in the Shakopee Public Schools District Office Board Room, 1200 Town Square, Shakopee, MN 55379.

### 1. CALL TO ORDER AND ROLL CALL – CHAIR

PRESENT: Hallett, McKeand, Pass, Romansky, Swanson, Tucker and Bowerman

ABSENT: None

### 2. WE ARE SHAKOPEE SCHOOLS - GOOD NEWS ITEMS

The Board accepted a \$10,000 donation from the Chase's Warrior Foundation for adaptive equipment for students.

### 3. RECOGNITION OF VISITORS TO BOARD MEETING

### 4. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS

### 5. ORGANIZATIONAL BUSINESS

#### 5. 1. Election

The chairperson accepted nominations for the office of chairperson, and proceeded through the election of that individual. The newly elected chairperson will proceed with the nomination and election of the vice-chairperson, the clerk, and the treasurer. Officers for this past year were Chair Mr. Bowerman; Vice-Chair Mr. Swanson; Clerk Ms. Tucker and Treasurer Mr. McKeand. McKeand moved to nominate Mr. Swanson as Chair. McKeand/Romansky moved to close nominations as presented; motion passed unanimously. Mr. Swanson was elected Chair; motion passed unanimously. Hallett moved to nominate Ms. Tucker as Vice-Chair. McKeand/Bowerman moved to close nominations as presented; motion passed unanimously. Ms. Tucker was elected Vice-Chair; motion passed unanimously. Romansky moved to nominate Ms. Hallett as Clerk. Tucker/Bowerman moved to close nominations as presented; motion passed unanimously. Ms. Hallett was elected Clerk; motion passed unanimously. Tucker moved to nominate Mr. McKeand as Treasurer. Hallett/Pass moved to close nominations as presented; motion passed unanimously. Mr. McKeand was elected Treasurer; motion passed unanimously.

#### 5. 2. Compensation

The School Board must adopt a resolution setting the compensation for the individual members. Compensation is currently \$4,500 annually, with an additional \$500 per year for the Chairperson and Vice Chairperson.

#### **Recommended Action**

Bowerman/McKeand moved to approve compensation for 2017 as presented; motion passed unanimously.

### 5. 3. Designation of Official Depository and Additional Depositories

The School Board must designate an official bank depository. Anchor Bank is currently the official depository for the District. We will keep all of our funds in the official depository; however, we will invest moneys through a number of institutions. Additional depositories are as follows:

1. HomeTown Bank
2. Wells Fargo
3. US Bank Minneapolis
4. US Bank St. Paul
5. Minnesota School District Liquid Asset Fund Plus
6. BMO-Harris Bank
7. Bremmer Bank
8. MinnTrust through PMA
9. Associated Bank – for OPEB Trust transactions

#### **Recommended Action**

Tucker/Hallett moved to approve the designation of official depository and additional depositories as presented; motion passed unanimously.

### 5. 4. Designation of Official Newspaper

The School Board must designate an official newspaper. The Shakopee Valley News is our official newspaper and the only local publication that meets the legal requirements for an official newspaper.

#### **Recommended Action**

Romansky/McKeand moved to approve the designation of Shakopee Valley News as the official newspaper of the District; motion passed unanimously.

### 5. 5. Information: Appointments to Special Assignments and Standing Committees

The Chair will designate appointment to these positions.

### 5. 6. Legal Assistance

The District uses more than one firm for its legal business depending on type of expertise needed.

#### **Recommended Action**

McKeand/Pass moved to authorize the Superintendent and/or his designee to secure legal advice as needed during the year; motion passed unanimously.

### 5. 7. Use of Facsimile Signature

The following resolution should be adopted so the District can utilize check-signing software for 2017.

#### **Recommended Action**

Bowerman/McKeand moved to authorize the school district to utilize a check signing software and facsimile signatures for the chairperson, clerk and treasurer to sign all checks issued by the school district except checks that are written on activity accounts. The activity account checks will be signed by the Director of Finance or the Executive Director of Administrative Services after all signatures are obtained on the supporting documentation; motion passed unanimously.

### 5. 8. Investments of Funds

Action by the school board is needed to allow the Director of Finance to invest surplus cash prior to the time he/she receives approval from the school board. The irregularity with which the school district receives its payments creates an investment opportunity at certain times during the year. It is impossible to invest this cash in a timely way if pre-approval of each investment is

needed from the school board.

**Recommended Action**

McKeand/Tucker moved to authorize the Director of Finance or his/her designee be given the authority to invest surplus funds without prior approval of the school board within the limitations set by law and to complete required wire transfers with notification to the Board by the next meeting or as needed; motion passed unanimously.

5. 9. Electronic Funds Transfer

Minnesota Statutes 471.38, Subd. 3 and 3A requires the District to have controls relating to electronic funds transfers.

**Recommended Action**

Hallett/Bowerman moved to authorize the Director of Finance or his/her designee be given authority to make electronic funds transfers (EFT) through the official depository. The official depository shall receive a certified copy of this authorization. The official depository will notify the District of an EFT within one day of receiving an EFT. The initiator of the EFT, the amount of the EFT and the approval of the designated business official will be documented and reported to the School Board at it next regular meeting; motion passed unanimously.

5. 10. Pre-Payment of Bills

There are times when the prompt payment of bills allows us to receive a discount. In some instances we cannot take advantage of these discounts if we must wait for formal approval of these bills.

**Recommended Action**

Bowerman/Tucker moved to authorize the Director of Finance or his/her designee the authority to pay bills prior to approval of those bills, so that it may take advantage of discounts offered for prompt payment; motion passed unanimously.

5. 11. Approval of P-Card Users

The following list of school district Purchasing Card users and spending limits needs to be reviewed and approved.

**Recommended Action**

McKeand/Pass moved to approve the list of P-Card users and their corresponding credit limits as presented; motion passed unanimously.

5. 12. Appointment of District Physicians

There are times when the district has the need of physicians' services.

**Recommended Action**

Romansky/Pass moved to appoint the physicians of the Shakopee Park Nicollet Medical Center as school district physicians for 2017 calendar year; motion passed unanimously.

5. 13. Board Meeting Schedule for Calendar Year 2017

Dates and times for Calendar Year 2017 need to be reviewed and confirmed.

**Recommended Action**

McKeand/Tucker moved to approve meeting dates and times for 2017; motion passed unanimously.

5. 14. LEA Designation 2017

Annual LEA (Local Education Agency) designation is made to ensure the maintenance of compliance with the appropriate Federal statutes and regulations (Public Law 107-110), and State procedures currently in effect. Designee will also act as the responsible authority in all matters relating to its administration.

**Recommended Action**

Hallett/Bowerman moved to designate the Superintendent as LEA representative for 2017; motion passed unanimously.

5. 15. Designation of Identified Official with Authority for the MDE External User Access Recertification System

The Minnesota Department of Education (MDE) requires that school districts, charter schools or other organizations annually designate an Identified Official with Authority to comply with State Access Control Security Standard 1.0 which states that all user access rights to Minnesota state systems must be reviewed and re-certified at least annually.

**Recommended Action**

Romansky/Pass moved to authorize the Superintendent to act as the Identified Official with Authority for the Shakopee Public Schools for 2017; motion passed unanimously.

5. 16. Policy

The district’s policies need to be recognized in their present form for 2017.

**Recommended Action**

Bowerman/McKeand moved to authorize approved policies for continuation in 2017; motion passed unanimously.

5. 17. Board Meetings on Holidays

The board will take action to allow board meetings on Columbus Day.

**Recommended Action**

Tucker/Pass moved to approve board meetings on Columbus Day 2017 as presented; motion passed unanimously.

6. CONSENT ITEMS

Bowerman/Hallett moved to approve the consent agenda as presented; motion passed unanimously.

6. 1. Personnel Items

**6.1.1 Acceptance of Resignations**

Last Name, First Name , Position, Location, Effective

Cavanaugh, Dylan, Program Support Assistant, Pearson 6th Grade Center, 12/16/2016

**Recommended Action**

Accepted the resignations and thanked them for their service to the district.

**6.1.2 Approval of Certified Contract**

Last Name, First Name, Position, Location, Salary, Effective Date

Plekkenpol, Kyra, Teacher, Building Substitute, Eagle Creek Elementary School, N/A, N/A, 1.0, 1/03/2017, \$125.00/day, (replacing McCarty, Erin who moved to Sweeney as building LTS)

**Recommended Action**

Approved certified contract as presented.

**6.1.3 Approval of Non-Certified Contracts**

Last Name, First Name, Position, Location, Salary, Effective Date

Berle, Darcy, Program Support Assistant, East Junior High School, \$14.30/hr, 1/03/2017, replacement

Bubna, Joleen, Benchmark Testing, Central Family Center, \$14.30/hr, 1/03/2017, replacement  
Corcoran, Rachael, Program Support Assistant, Red Oak Elementary School,

\$12.96/hr, 12/14/2016, replacement

Pflueger, Michelle, Health Assistant, High School, \$20.14/hr, 1/03/2017, Biggs, replacement

**Recommended Action**

Approved non-certified contracts as presented.

**6.1.4 Approval of Long Term Substitute Contracts**

Name LTS, Replacing, Position, Location, Approx. Dates, Grade/Step, Approx. Days, FTE, Salary

Dungan, Leah, Page, Jennifer, Teacher, Grade 1, Sun Path Elementary School, 1/03/2017 through approx. 3/06/2017, BA Step 3, 45, 1.0, \$212.04/day

Heinen, Ann, Larson, Rachel, Program Support Assistant, Sun Path Elementary School, 1/03/2017 through approx. 4/04/2017, Grade 3 Step 1, 58, .844, \$14.30/hr

Stripling, Heather, Lindmeyer, Jodi, Teacher, ECSE, Central Family Center, 1/17/2017 through approx. 3/24/2017, BA Step 3, 50, 1.0, \$212.04/day

Vuolo, Alison, Van Sickle, Karen, Teacher, Music, East Junior High School, 1/03/2017 through approx. 1/31/2017, BA Step 4, 21, 1.0, \$218.04/day

**Recommended Action**

Approved long term substitute contracts as presented.

**6.1.5 Approval of Teacher Seniority List**

The teacher seniority list is presented for approval.

**Recommended Action**

Approved the teacher seniority list as presented.

6. 2. Approved the minutes of the Board Truth in Taxation Hearing and Business Meeting on December 12, 2016.

6. 3. Authorized the bills and authorized to pay same.

6. 4. Approved the wires report.

6. 5. Acceptance of Gifts

**Recommended Action**

Accepted the donations to the school district as presented.

6. 6. Approval of Change Order #2 for the High School Additions and Renovations Project Change Order #2 for the High School Additions and Renovations Project with Shaw-Lundquist Associates, Inc. in the amount of \$182,158.26 is presented for approval.

**Recommended Action**

Approved Change Order #2 as presented.

6. 7. Approval of Change Order #4 for the Vaughan Field Stadium/Concessions Improvements Change Order #4 for the Vaughan Field Stadium/Concessions Improvements with Maertens-Brenny Construction in the amount of \$73,854.00 is presented for approval.

**Recommended Action**

Approved Change Order #4 as presented.

6. 8. Approval of 2017 School Resource Officer Agreement

**Recommended Action**

Approved the 2017 School Resource Officer Agreement as presented.

7. OLD BUSINESS DISCUSSION ITEMS

7. 1. MySaberPlan Update

Data, Testing and Assessment Administrator Dave Orłowsky presented an update regarding MySaberPlan for the Board.

8. OLD BUSINESS ACTION ITEMS

8. 1. Approval of QComp Plan

Executive Director of Administrative Services Scott Hare, SEA President Dale Anderson and IC Luke Meredith presented a summary of the QComp plan and sought approval for submission to Minnesota Department of Education (MDE) for implementation.

**Recommended Action**

McKeand/Bowerman moved to approve the district's QComp plan for submission to the Minnesota Department of Education for implementation; motion passed unanimously.

9. NEW BUSINESS DISCUSSION

10. NEW BUSINESS ACTION ITEMS

11. COMMITTEE REPORTS

12. INFORMATION ITEMS

13. OTHER

14. UPCOMING MEETINGS AND IMPORTANT DATES

January 16, 2017	School Board Retreat	8:30AM-5:00PM
January 23, 2017	Board Learning Session	5:00PM
February 20, 2017	School Board Retreat	5:00-9:00PM
March 20, 2017	School Board Retreat	5:00-8:00PM
April 17, 2017	School Board Retreat	5:00-8:00PM

15. ADJOURNMENT

At 7:17PM, Hallett/Bowerman moved to adjourn; motion passed unanimously.

## January 2017 Wires

### Wires In

Jan 17 17 State Check	\$ 3,975,317.02	
Jan 17 County	117,596.28	
Jan 17 State MMB check	811,305.31	
Jan 30 17 State Check	3,371,290.32	
MSDLAF Int Jan 17	53,522.58	
Jan 17 Health Trust Reinsurance	59.97	
Jan 2017 Health Interest	2.16	
Jan 2017 Dental Interest	0.97	
PFM OPEB Int Jan 17	42,389.89	
MSDLAF Building Int Jan 17	77,203.81	
<b>Total Wires In</b>		<b>\$ 8,448,688.31</b>

### Wires Out

Jan 5 Payroll	\$ 1,500,000.00	
Jan 9 Taxes	900,000.00	
Jan 3 Board Checks	100,000.00	
Jan 15 Board Checks	200,000.00	
Jan 18 Board Checks	500,000.00	
Jan 19 Payroll	1,500,000.00	
Jan 23 17 Taxes	1,175,000.00	
Jan 26 17 Board	500,000.00	
2015 Bldg Fund Expense	1,450,000.00	
Jan 17 Dental Trust	95,000.00	
Jan 17 Health Trust	520,000.00	
G. O. 2015 A	1,690,000.00	
G. O. 2015 B	2,051,787.50	
G.O. Refunding 2014 A	3,370,000.00	
G.O. Refunding 2014 A	175,700.00	
Northland 2012 Refunding	2,535,000.00	
Northland 2012 Refunding	670,200.00	
Northland 2012 Refunding	495.00	
Northland 2013 Refunding	2,280,000.00	
Northland 2013 Refunding	772,900.00	
Northland 2013 Refunding	495.00	
Bond Trst Srv 2008	1,260,000.00	
Bond Trst Srv 2008	391,881.25	
Cert of Participation	545,000.00	
Cert of Participation	235,959.38	
<b>Total Wires Out</b>		<b>\$ 24,419,418.13</b>

**Net January 2017**

**\$ (15,970,729.82)**





Shakopee West Junior High School

**Superintendent:** Dr. Rod Thompson  
**Assistant Superintendent:** Dr. John Bezek  
**Principal:** Lori Link  
**Assistant Principal:** Kevin Bjerken  
**Assistant Principal:** Joel Young

To: Rod Thompson, Superintendent of Shakopee School and  
Shakopee School Board

From: Dee Buros, Indian Education Coordinator, Shakopee Schools

Date: 1/20/17

Subject: Indian Education Program Plan, MDE

On 1/17/17, the Indian Education Parent Committee of Shakopee Schools met to approve the Indian Education grant goals and objectives. This committee must afford the parents the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian Education and the needs of the American Indian children enrolled in Shakopee Schools.

Prior to March 1<sup>st</sup>, the school board must submit to the department a copy of the resolution adopted by the American Indian Parent Committee (attached).

At the meeting on 1/17/17, the Indian Education Parent Committee concurred that the goals and objectives attached to this memo does meet the needs of the American Indian students enrolled in Shakopee Schools.

The Indian Education Program Plan is a five-year plan, so the goals will remain the same as last year. The goals are listed below, and the measurable outcomes will be configured at the end of this school year when the end of the year report has been completed.

Increases will occur in the following areas:

- Average daily attendance
- Percentage of students passing History/ Social Studies classes
- Composite ACT scores
- Graduation rates

Strategies to accomplish goals are as follow:

- Native Group with Ojibwe and Dakota elders
- Increase students attending Field trips to colleges
- Increase number of students participating in practice ACT test
- Parent college nights/ financial aid
- Equine work with student groups and summer camps
- Continue teacher cultural competency trainings
- Cultural events such as Native Pride and student Pow Wow
- Academic tutors

**2016-17 PARENT COMMITTEE RESOLUTION**  
**(Due March 1, 2017)**

WHEREAS, the Shakopee Independent School District/Charter School # 720 provides an opportunity for all of its citizens to participate in district program communities, and

WHEREAS, the Indian Education Parent Committee of the Shakopee Independent School District/Charter School # 720 is the duly elected and established Parent Committee comprised of parents of children eligible to be enrolled in American Indian programs, secondary students, representatives from community groups, school administrators, and

WHEREAS, the Parent Committee's current responsibilities are addressed in adopted by-laws and apply to programs specifically designed for American Indian learners implemented through Indian Education Program, and

WHEREAS, the Parent Committees responsibilities have been expanded to include involvement in and advisement of all educational programs, programs for elementary and secondary grades, special education programs and support services, and

WHEREAS, the Indian Education Parent Committee of Shakopee Independent School District/Charter School did meet on 11/17/17 to review, recommend and approve this Resolution, and

WHEREAS, the Parent Committee has found most of the District's educational programs to be adequate in meeting the needs of American Indian students.

THEREFORE BE IT RESOLVED, the Parent Committee of Shakopee does concur that the district's programs meet American Indian student needs.

In favor of Resolution X

Not in favor of Resolution\* \_\_\_\_\_

[Signature]  
Name  
Chairperson  
Indian Education Parent Committee

1-17-17  
Date

*\*If the committee does not concur with the Resolution, the reasons for the non-concurrence and recommendations shall be submitted with this Resolution. By resolution, the Board must respond in writing within 60 days, to each recommendation made by the committee and state its reasons for not implementing the recommendation. (M.S., 124D.78, Sub.1)*

**Office of Indian Education  
Transmittal of Resolution and Parent Committee Roster**

Identification Information		
School District Name	Shakopee Schools	District Type/No. 720
Name of person completing form	Dee Buros	Title Indian Education Coord.
		Telephone 952.496.5790

Resolution/Parent Committee Information
<p><b>Check all applicable items and attach the requested information:</b></p> <p><input type="checkbox"/> This district does not have 10 or more American Indian students enrolled, therefore no Parent Committee has been established, and no resolution/recommendations are attached (sign below and return the form to the Office of Indian Education).</p> <p><input type="checkbox"/> Resolution is attached:</p> <p style="margin-left: 40px;">Date resolution passed by Parent Committee: <u>11/17/17</u></p> <p style="margin-left: 40px;">Date resolution presented to Local School Board: _____</p> <p style="margin-left: 40px;">The attached resolution is a resolution of (check one): <input checked="" type="checkbox"/> Concurrence <input type="checkbox"/> Non-concurrence</p> <p style="margin-left: 40px;">Recommendations are (check one): <input type="checkbox"/> Included <input checked="" type="checkbox"/> Not included</p> <p><input type="checkbox"/> Resolution is NOT attached. If not attached, explain:</p> <p><input type="checkbox"/> School Board Response is NOT attached. If not attached, explain:</p> <p><input type="checkbox"/> A Parent Committee has NOT been established. If checked, please explain why not, including discussion of any steps that have been taken to establish a parent committee:</p> <p>The district requests that the Office of Indian Education provide assistance in the following area(s):</p> <p><input checked="" type="checkbox"/> Parent Committee Training</p> <p><input type="checkbox"/> Staff Development on American Indian history and culture</p> <p><input type="checkbox"/> Other (explain):</p>

The information provided on this form is true and accurate to the best of my belief and knowledge.

\_\_\_\_\_  
Signature – Superintendent of School District/Authorized Representative

\_\_\_\_\_  
Date signed



**GENERAL INFORMATION AND INSTRUCTIONS:** Minnesota Statutes, section 124D.78 Subdivision 1 states that School Boards and American Indian schools must provide for the maximum involvement of children enrolled in education programs, programs of elementary and secondary grades, special education programs, and support services. Accordingly, the board of a school district in which there are **10 or more American Indian students enrolled** and each American Indian school must establish an American Indian education parent advisory committee. If a committee whose membership consists of a majority of parents of American Indian children has been or is established according to federal, tribal or other state law, that committee may serve as the committee required by this section and is subject to, at least, the requirements of this subdivision and subdivision 2.

The **American Indian education parent advisory committee** must be composed of parents of children eligible to be enrolled in American Indian education programs, secondary students eligible to be served; American Indian language and culture education teachers and paraprofessionals; American Indian teachers; counselors; adult American Indian people enrolled in educational programs; and representatives from community groups. The number of parents of American Indian and non-American Indian children shall reflect approximately the proportion of children of those groups in the programs. The American Indian education parent advisory committee must develop its recommendations in consultation with the curriculum advisory committee required by Section 120B.11, subdivision 3. This committee must afford parents the necessary information and the opportunity to effectively to express their views concerning all aspects of American Indian Education and the educational needs of the American Indian children enrolled in the school or program. The school board or American Indian school must ensure that programs are planned, operated and evaluated with the involvement of and in consultation with parents of students served by the programs.

**RESOLUTION OF CONCURRENCE:** Prior to **March 1**, the school board or American Indian school must submit to the department a copy of a resolution adopted by the American Indian education parent advisory committee. The copy must be signed by the chair of the committee and must state whether the committee concurs with the educational programs for American Indian students offered by the school board or American Indian school. ***If the committee does not concur with the educational programs, the reasons for non-concurrence and recommendations shall be submitted with the resolution. By resolution, the board must respond in writing within 60 days, in cases on non-concurrence, to each recommendation made by the committee and state its reasons for not implementing the recommendation.***

In order to comply with Minnesota Statutes, section 124D.78, please complete 1) Transmittal Form and Parent Committee Roster, 2) Parent Committee Resolution and supporting documents, as applicable, by **March 1 of each school year** and mail to:

Minnesota Department of Education  
Office of Indian Education  
1500 Highway 36 West Roseville, MN 55113

Or submit completed documents via email to: [mde.indian-education@state.mn.us](mailto:mde.indian-education@state.mn.us).

If assistance is needed in completion of these forms, please call (651) 582-8280.



**Created in Partnership with:**

Shakopee Public Schools  
Ford Next Generation Learning  
The Shakopee Chamber of Commerce  
Normandale Community College  
Shakopee Area Parents & Community  
Shakopee Teachers & Administrators

**Initiated | June 2016**  
**Last Updated | February 2017**





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**Superintendent:** Dr. Rod Thompson  
**Assistant Superintendent:** Dr. John Bezek

## LETTER FROM THE SUPERINTENDENT

February 1, 2017

Dear Shakopee Community,

The future has never been brighter for our students at Shakopee Public Schools. The Academies of Shakopee Master Plan document is a testament to that future and hard work our community, staff and team of experts have put into its development.

The journey to the Academies of Shakopee began several years ago. In 2014, our referendum for a second high school had just failed, and because of a growing enrollment crunch, the school board and district administration went back to work, looking at what options would most enhance the educational experiences of our students. The research done by district leaders led us to several districts that had found significant success in improving the student school experience through the implementation of a high school academy model.

The Academies of Shakopee will allow our students to experience a sense of belonging within a large high school setting as each student will be part of a smaller learning community in their chosen academy. These academies will better prepare students for their lives after high school; whether they choose to enter a career or college after graduation, they will have been well prepared. While some students currently question the relevancy of school in their preparation for the future, the academies model will highlight clear connections between their high school experiences and the post-secondary world. Shakopee graduates will leave with a clear plan and a range of authentic experiences — for example, they might work, in some capacity, with a professional in a field of their interest, or they might complete an internship at a local business. Leaders from a range of businesses in our community have worked on this Master Plan and will continue to work to make sure that what we are teaching in the classroom reflects the latest developments in industry practice and technology. Students will gain the skills, knowledge and connections necessary to make sure that their post-secondary plans are achievable and realized. Moreover, teachers' roles will continue the change toward leading students through experiences and providing students the supports they need to achieve their post-secondary plans. Ultimately, we believe students will know themselves better and as a result will be able to more effectively plan for and achieve their future goals.

Thank you to our community for allowing us to build a school around the Academies of Shakopee and for supporting both the current and future changes. Thank you to our teachers and staff who have already put in countless hours planning and preparing for the academies. Thank you to our business community for stepping up and working alongside us to develop and implement this Master Plan.

Thank you, Shakopee. The future has never been brighter!

Sincerely,

Dr. Rod Thompson  
Superintendent  
Shakopee Public Schools





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## INTRODUCTION

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### OVERVIEW: The 5 W-H's of the Academies of Shakopee Master Plan

#### Who is involved in the Academies of Shakopee Master Plan?

The Academies of Shakopee Master Plan is the culmination of a partnership between the following essential stakeholder groups:

**Shakopee Public Schools (SPS)** | The Shakopee district serves nearly 8,000 Minnesota students in the southwestern suburban communities of Minneapolis-St. Paul, including the Shakopee, Savage, Prior Lake, and the nearby Jackson, Louisville, and Sand Creek Townships. The district is located in one of the fastest growing suburbs in the Twin Cities.

Shakopee's mission states: "Shakopee Schools, in partnership with our community, will educate lifelong learners to succeed in a diverse world."

The district offers a myriad of programs and activities that give students of all ages, backgrounds and interests the chance to learn, share, explore and expand their knowledge, talents, skills and abilities in academics, arts, athletics, community service, and much more. Students are offered a variety of high potential classes at all grades as well as programs at the high school that can earn them college credit.

The Shakopee school district is committed to providing the best opportunities for students, dedicated to helping them excel in achieving their educational goals, and devoted to teaching them to be good citizens of the local, national, and global community.

**Ford Next Generation Learning** | Driving Transformation describes how Ford Motor Company Fund, through the Henry Ford Learning Institute, supports business, civic, and education partners in a community to adopt the Ford PAS Next Generation Learning (NGL) framework and join a national network of communities that are transforming education. Over a 24-month period, Ford PAS NGL guides a community to bring together key stakeholders, develop a common vision, and begin implementing the NGL essential practices.

**Shakopee Chamber of Commerce** | The chamber is a voluntary, not-for-profit business organization dedicated to improving the economic environment of the Shakopee community. As an active, problem solving organization, the chamber focuses on economic development, workforce development, legislative advocacy and membership services. The strength of the chamber lies in its membership, small businesses, large corporations, home-based businesses, and professional men and women, working together to enhance the quality of life in Shakopee.

**Normandale College** | Normandale is a community college located in nearby Bloomington, Minnesota, and is partnered with Shakopee Public Schools through the state's Post-Secondary Enrollment Option program as well as through working with the district to align its academies model with post-secondary educational opportunities.

**SPS Teachers & Parents** | Obviously, teachers and parents (and ultimately their students) are the backbone of this project. Parents and their students are invested in the planning and development as well as ongoing review and improvement of the Academies of Shakopee. Likewise, teachers, along with district leaders and administration are the primary implementers of this Master Plan.

## What is the Academies of Shakopee Master Plan?

The Academies of Shakopee master plan is a four-year guiding document for planning, implementing, and sustaining school reform in the public schools of the city of Shakopee, Minnesota. The Master Plan is a community-supported guiding document that aligns local, state, and national initiatives to provide every student with the foundation of knowledge, skills, experiences, and character necessary to excel in all aspects of their post-high school lives, whether college, career, or personal. Grounded in the research of the Ford Partnership for Advanced Studies, the master plan is structured around the three pillars of Next Generation Learning: Transforming Teaching & Learning, Redesigning High Schools, and Sustaining Change through Business & Civic Leadership.

## Where will the Academies of Shakopee Master Plan be put into effect?

The Master Plan is focused initially on reforming the student experience at the high school level in Shakopee Public Schools. However, transformation of this magnitude is not possible without alignment system-wide, and as such, both the elementary and middle levels of Shakopee Public Schools are also undergoing reimagining and redevelopment in order to assure alignment with the Academies of Shakopee at the high school level.

## When — What is the time frame of this Academies of Shakopee master plan?

This master plan covers two main phases of the development and implementation of the Academies of Shakopee:

- Planning & Preparation Stage | Summer 2016 – Summer 2018
- Implementation Stage | Fall 2018 – Summer 2020

## Why and how did the Academies of Shakopee master plan come about?

### BACKGROUND

Beginning in the 2012-2013 school year, the Shakopee Public Schools Board of Education and the district's administrative leadership team began the process of reviewing and revising our understandings, expectations, and efforts to provide a quality education to our community's students. Through this exciting and revitalizing effort, school and community stakeholders came together in a variety of ways to reimagine how to improve and ignite our educational programming and delivery and to plan how to make that future come to fruition.

Part of this initiative was (and is still being) driven by the ongoing significant growth being experienced by our community. The city of Shakopee has grown from a stand-alone town of approximately 11,000 in 1990 to a bustling connected suburb of the Twin Cities with a population over 40,000. Naturally, the school district has grown rapidly along with the city, and the traditional manner of schooling was showing signs of inadequacy to deal with challenges such as infrastructure issues, increased diversity of students, and wider economic disparities in the community.



In response to these concerns, the district's leadership began a partnership with TeamWorks International to help bring strategic change across the district. TeamWorks International is a Minnesota-based strategic and leadership development consultancy powered by TeamWorks. This partnership has been responsible for helping the district navigate a number of critical change initiatives:

- Working with the Shakopee Public Schools Board of Education to develop a renewed strategic plan
- Engaging the community in the process of developing new initiatives
- Conducting leadership development training for district administrators and interested teachers

- Reconvening and refocusing all district stakeholders after a failed referendum on the building of a second high school
- Facilitating a revisioning and reimagining of the secondary academic experience for our students through a secondary academic design process
- Coordinating the response to the concerns of the school board, district leaders, teachers, and community members about the move to a mega-high school concept that was ultimately approved by district voters
- Adopting and implementing a district-wide 1 to 1 technology model for students and managing its related complexities
- Facilitating research into the academies model approach to engaging students and to creating a “small learning community” feel within a mega-high school setting

*“The district is striving to make the educational experience of each student one that makes them college and career ready.”*

**~ Julie Maynard-Johnson**

Parent

High School Core Planning Group Member

During the 2013-14 school year, Shakopee Public Schools underwent a process to create recommendations for changes to academic programming at the secondary level. The school board charged the Secondary Academic Design Team, a group of teachers and administrators tasked with reimagining our secondary programs, to use the following vision outcomes to guide their planning:

- A district of excellence
- High expectations of students and staff
- Relentless focus on student achievement, with no excuses
- Continuous improvement mindset and practices
- All students career and college ready
- Integration of career readiness skills
- Electives and learning experiences organized through a framework of academic areas of interest (6-12)
- Structured support of students to perform at grade level standard or above (guaranteed floor with no ceiling)
- Elimination of the achievement gap
- Transformation of the learning environment and experience through the use of digital tools and online learning
- Personalized learning environment

### ***Key Recommendations***

ALL of our students need relevant, authentic learning and real world experiences, connected through community, business, and post-secondary partnerships that emphasize career readiness skill development. Shakopee schools need a system in which students’ personalized learning plans guide them through appropriate paths to readiness for their next steps.

The vision of the academic design team is a culture of excellence and equity, built upon continuous improvement and engaging, student-centered learning opportunities in order to fulfill the district mission and vision.

In order to create this culture, the design team identified several necessary elements:

### **Students Need:**

- **Career Readiness Skills (The 6Cs)**
  - **Critical Thinking** | Reason effectively, use systematic thinking, and make judgments and decisions to solve problems in both conventional and innovative ways.

- **Collaboration** | Working together to share, advocate, and compromise on issues critical to a team’s success using intrapersonal and interpersonal skills in both digital and traditional settings.
  - **Communication** | Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
  - **Creativity** | Exploration of imagination (curiosity); refining and improving original ideas; viewing failure as an opportunity to learn (persistence).
  - **Cultural Competency** | Learning from and working collaboratively with individuals representing diverse cultures, religions, lifestyles in personal, work, and community context.
  - **Character** | The inward values that determine outward actions: trustworthiness, respect, responsibility, fairness, caring, citizenship, and resilience.
- **Individualized Learning Plans (ILP)** | An individualized learning plan is a tool, which organizes and presents a variety of student information. The ILP can be utilized by the student, educators, and parents to personalize the learning experience, provide intervention, and prepare students for post-secondary plans. ILPs may include standardized assessment data, classroom achievement results, interest surveys, academic and non-academic student history, and other student-specific information.
- “I really wish I had the possibility of doing Academies! I would like the community to know that as we head closer to our new building, we are constantly finding new ways to make it better for the students, staff and community as a whole.”*

~ **Ankith Arun**  
Shakopee High School Sophomore  
High School Core Planning Team Member
- **Personalized Learning** | Personalized learning is a student-centered approach to teaching and learning that utilizes the best instructional strategies available, combined with specific, up to date ILP information to help students leverage their interests and abilities to maximize each of their educational experiences. Personalized learning moves the educational focus from what teachers are planning and doing in classrooms to what students are doing and learning, with the support of all educators.
  - **Standards-Based Assessment and Grading (SBG)** | A method of assessment and reporting that moves grading from point accumulation and averaging based on general performance and behaviors to assessing and reporting mastery of essential learning and skills.

**Teachers Need:**

- **Professional Learning Communities (PLCs)** | Professional learning communities are a vehicle for professional development that moves the focus from hoping instructional practices are effective to evaluating their true impact on student learning. In a professional learning community, educators come together to investigate how their practices or possible practices are successful by asking four questions:
  1. What do we want each student to learn?
  2. How will we know when each student has learned it?
  3. How will we respond when a student experiences difficulty in learning it?
  4. How will we respond if they already know it?
- **SAMR Model Training** (From: Puentedura, R. R., Ph.D.) | A framework used to plan and evaluate any instructional strategy utilizing technology.
  - Substitution – Technology as a direct tool substitute, with no functional change
  - Augmentation – Technology as a direct tool substitute, with functional improvement
  - Modification – Technology allows for significant task redesign
  - Redefinition – Technology allows for creation of new tasks, previously inconceivable

## ***Executive Summary of Literature***

### **Need for Change**

The world has changed dramatically since the advent of public education, but the delivery model has not kept pace with the changes. The original goal of public education was to prepare students for work in primarily industrial fields. According to Baker (2013), “to prepare for industrial work, K-12 students were taught how to read and write, along with topics that could help them in their everyday lives such as history and arithmetic. The education system emphasized memorization and judged students by their ability to recall factoids on multiple-choice exams. If the education system didn't provide the specific abilities to perform a function in a factory, the employer could fill the void.”

*“As industries and businesses become more technologically advanced, the skill set required for students to be successful in the real world continues to change.”*

~ Joe Sage  
Shakopee Physics Teacher  
Digital Learning Coach

As our current students emerge into the world of work, however, they need a vastly different level of preparation. Pervasive use of technology has transformed the way that each person interacts with the world. Technology-driven globalization has connected citizens of the world and demolished barriers between countries, fields of work, languages, and cultures. Each student entering the world of

work must now compete with a global supply of workers. For that competition, the skills that students possess are far more important than the knowledge they possess. In a 2012 presentation at the Skillshare “Penny” conference, Tony Wagner, an author and expert on transforming education, noted this necessary change: “The issue today is not what you know; there’s no competitive advantage today in knowing more than the person next to you. The world doesn’t care what you know. What the world cares about is what you can do with what you know.”

An overwhelming amount of data shows that students are not currently prepared with the skills necessary in today’s global economy. Students are leaving school without important college and career readiness skills such as critical thinking, collaboration, communication, creativity, and innovation. Wagner (2008) put it simply when he wrote, “Even in America’s most highly regarded secondary schools, and we are not teaching or testing the skills that matter most for college, careers, and citizenship in the 21st century.” If students are not prepared for college, their careers, or their lives, then something in education needs to change.

### **New Models for Education**

In fact, there are many schools all over the country that have begun to think creatively and create new models for education. Sir Ken Robinson, an international advisor on education, has recently gained fame for a series of academic lectures that dramatically highlight the inherent problems in our current system and offer some suggestions for change. In one of these entitled “How to Escape Education’s Death Valley” (2013), he points out the common features of successfully innovative schools: “They’re very personalized. They have strong support for the teachers, close links with the community, a broad and diverse curriculum, and programs that involve students outside school as well as inside school. And they work.”

The Secondary Academic Design Team looked at a variety of instructional environments, compared and contrasted these and other new models, and identified common features that effectively improve student achievement. These similarities matched closely with the list of “8 Building Blocks for the Future of Schools” compiled by Scott McLeod (2013):

- Project- and inquiry-based learning environments
- Authentic, real-world work
- Competency-based education and standards-based grading
- 1:1 computing initiatives
- Digital and online information resources

- Online communities of interest
- Adaptive software and data systems
- Alternative credentialing mechanisms

Effective new models for education incorporate many of these elements. These new models support the needs of students, provide personalized learning, and have integrated technology effectively. Along with the new models for education above, there are also specific philosophical and mindset shifts that need to occur to support the current needs of students. The following graphic from Scott McLeod lays out the three big shifts that schools need to make.

FROM	TO
<b>Low-Level Thinking</b> An overwhelming emphasis on students doing lower-level thinking tasks (factual recall, procedural regurgitation)	<b>High-Level Thinking</b> Students more often engaging in tasks of greater cognitive complexity (creativity, critical thinking, problem solving, collaboration, effective communication)
<b>Analog</b> Local classrooms that are largely based on pens/pencils, notebook paper, ring binders, and printed textbooks	<b>Digital</b> Local and global learning spaces that are deeply and richly technology-infused (devices + Internet)
<b>Teacher-Directed</b> Classrooms that are overwhelmingly teacher-controlled	<b>Student-Directed</b> Learning environments that enable greater student agency (ownership and control of what, how, when, where, who with, and why they learn)

dangerouslyirrelevant.org

These shifts manifest themselves in a number of ways to create a new school paradigm. The following chart elaborates on the concrete changes one might see in a new school model:

Typical Current Practices	Examples of Transformative Practices
Age-based cohorts	Learning/progress-based grouping
Classrooms with randomly assigned age mates	Small, collaborative, flexible learning groups
Standardized solutions	Customized learning plans and processes
Indirect measures of learning	Direct measures of learning
Inefficient, partially productive systems	Focused, aligned, efficient learning organizations
Largely face-to-face teacher-directed instruction	Electronic, digitally-blended instructional approaches
Patchwork of standards and parameters driving educational organization and processes	Coherent, flexible, research-based, innovation-focused, teaching and learning processes
Largely print-based instructional materials and textbooks	Electronic/digital, highly customizable textbooks and on-line instructional and learning resources
Highly structured, traditional staffing models	Student-centered, relational staffing, featuring professional partnerships with experts, certified staff, community resource people, and mentors
Technology-assisted teaching and learning	Technology integrated and delivered learning options
Educational progress measured by seat time and credits	Progress toward graduation measured by authentic learning, using direct measures
Traditional annual school calendar and schedule	Instruction and learning delivered anytime, anywhere, 24/7 when students are ready to learn
Learning almost exclusively based in schools	Learning occurring where students are, with schools as the base from which students and teachers work

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## ***Choosing the Academies Model***

The partnership between Shakopee Public Schools and TeamWorks International focused on improving student success and their overall school experience has led us on multiple research trips in efforts to better understand innovative and effective models for improving the educational experiences of our students:

- The Center for Advanced Professional Studies (Blue Valley School District, Overland Park, KS)
- The Academies of Alexandria (Alexandria Public Schools, Alexandria, MN)
- The Academies of Nashville (Nashville Metro Public Schools, Nashville, TN)
- The Academies of Rockford (Rockford Public Schools, Rockford, IL)
- Carl Wunsche Senior High School (Spring Independent School District, Spring, TX)
- Pinellas County Schools (Tampa and Environs, FL)

Ultimately, this partnership and the research trips undertaken with the goal of improving our practice have lead us to adopt and implement the Academies of Shakopee.

*"[In Nashville], our Shakopee groups met with students, parents, school administration, school board, business leaders, chamber members, the new city mayor. It is our hope and intent to become one of the nationally recognized academies offering study tours here in Shakopee. We believe this will be a significant economic driver for our business community."*

**~ Dr. Rod Thompson**  
Superintendent  
Shakopee Public Schools

## THE ACADEMIES OF SHAKOPEE

A new vision for Shakopee High School was created to ensure a welcoming, inclusive environment within a large high school setting and to improve student success in post-secondary programs and careers.

In August 2014, the School Board approved the recommendations from the Secondary Academic Design team, a group of teachers and administrators tasked with reimagining our secondary programs. One recommendation focused on improving student transition to post-secondary and beyond by organizing student electives into six areas of interest:

- Arts & Communication
- Business & Entrepreneurship
- Engineering & Manufacturing
- Health Sciences
- Human Services
- Science & Technology

*“We would like students to ‘find their passion at Shakopee schools.’ They can really find what they love and can take that into postsecondary. Or in some cases they’re finding what they don’t like, and that’s equally important.”*

**~ Nancy Thul**  
Executive Director of Teaching & Learning  
Shakopee Public Schools

These areas of interest will become the Academies of Shakopee when the expanded high school opens in the Fall of the 2018-2019 school year. Academies are small learning communities of students and teachers who are organized around these areas of interest. Students will have the opportunity to connect with others who have similar aspirations and with teachers who can make meaningful connections to their plans for the future.

### ***Programs of Study within each Academy of Shakopee***

Within each Academy will be several sequences of courses designed to help student maximize their high school experience within their academy. These programs of study will be developed between Summer 2016 and Summer 2018 with the expertise of local business and industry leaders, aligned to industry and business standards, and utilizing industry equipment and know-how. These programs of study will be vetted by information from the Master Plan Steering Committee, Shakopee’s regional workforce data, as well as through the district’s curriculum articulation process.

### ***Regional Workforce Data***

In planning and preparing for the Academies of Shakopee and the programs of study within each academy, the district has relied on key workforce data from the Minnesota Department of Employment and Economic Development. An example of the data reviewed is included below. The filter for a median annual wage of \$57,000/year was used as an indicator of a middle-class income threshold.

Code SOC Title	Current Demand Rank	25 <sup>th</sup> Percentile Annual Wage	Median Annual Wage	Planning Area Projected Growth Rate	Planning Area Projected Openings	Education Requirements	On-the-job Training Requirements
Registered Nurses	2	\$58,144	\$72,711	11.8%	20,110	Bachelor's degree	None
Sales Representatives, Wholesale and Manufacturing	19	\$45,396	\$62,215	2.5%	7,410	High school diploma or equivalent	Moderate term on the job training
Software Developers, Applications	22	\$72,015	\$91,168	10.4%	2,970	Bachelor's degree	None

Code SOC Title	Current Demand Rank	25 <sup>th</sup> Percentile Annual Wage	Median Annual Wage	Planning Area Projected Growth Rate	Planning Area Projected Openings	Education Requirements	On-the-job Training Requirements
Accountants and Auditors	24	\$53,051	\$64,675	7%	9,260	Bachelor's degree	None
Computer Systems Analysts	25	\$71,642	\$88,971	18%	4,230	Bachelor's degree	None
Elementary School Teachers, Except Special Education	26	\$44,536	\$58,023	1.6%	6,570	Bachelor's degree	Internship/residency
Secondary School Teachers, Except Special and Care	31	\$49,000	\$60,513	1.6%	4,900	Bachelor's degree	Internship/residency
Industrial Engineers	32	\$68,971/yr	\$84,747/yr	1.1%	2,410	Bachelor's degree	None
Market Research Analysts and Marketing Specialists	33	\$48,306	\$63,283	13.3%	3,150	Bachelor's degree	None
First-Line Supervisors of Production and Operating	34	\$46,137	\$57,355	-1.9%	1,960	High school diploma or equivalent	None
Financial Managers	38	\$91,754	\$119,717	4.1%	4,240	Bachelor's degree	None
Electricians	43	\$40,613	\$60,672	10.6%	2,870	High school diploma or equivalent	Apprenticeship
Management Analysts	45	\$60,113	\$76,380	8.6%	3,260	Bachelor's degree	None
Human Resources Specialists	47	\$46,019	\$58,599	2.4%	3,320	Bachelor's degree	None
Operating Engineers and Other Construction Equipment	50	\$44,175	\$57,292	7%	2,190	High school diploma or equivalent	Moderate term on the job training
Network and Computer Systems Administrators	52	\$64,445	\$80,120	4.3%	1,490	Bachelor's degree	None
Software Developers, Systems Software	53	\$84,807	\$105,724	3.9%	1,660	Bachelor's degree	None
Sales Managers	54	\$81,989	\$114,992	2.1%	3,330	Bachelor's degree	None
Computer and Information Systems Managers	60	\$104,923	\$127,440	14.4%	2,630	Bachelor's degree	None
Physical Therapists	61	\$69,223	\$77,892	23.2%	1,900	Doctoral or professional degree	None

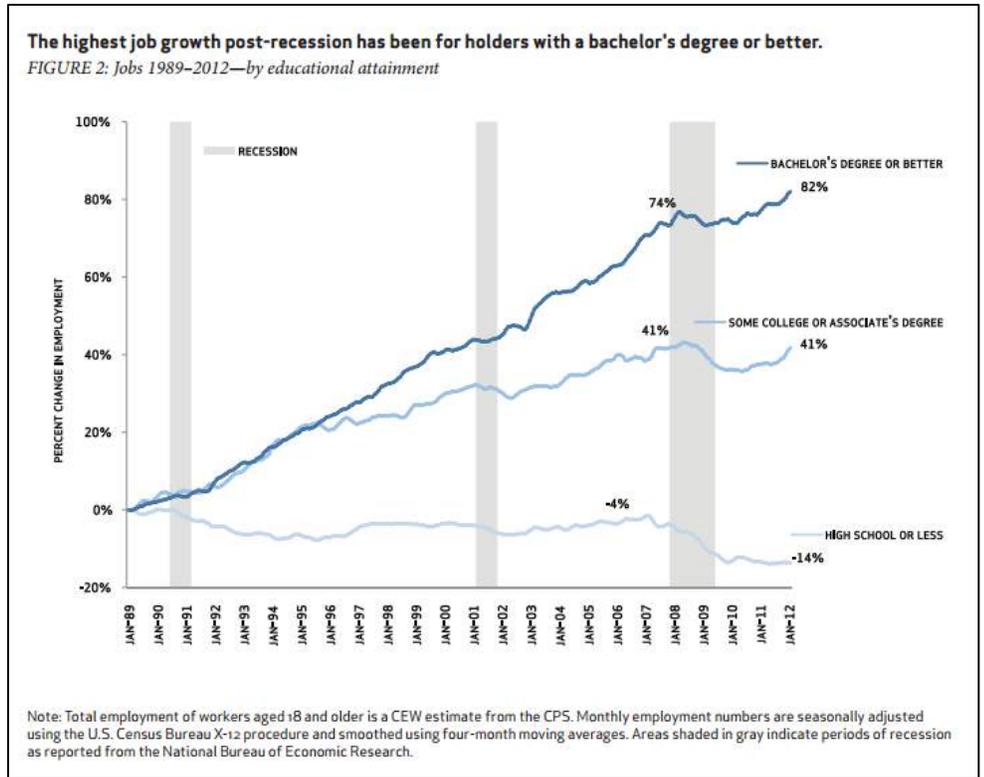
© June 2016 Minnesota Employment and Economic Development | Available online at: <http://mn.gov/deed/data/data-tools/oid/>

As the data demonstrates, for Minnesota jobs that reach the \$57,000 annual wage threshold, all but three of the top 20 occupations in demand require some kind of post-secondary degree and the vast majority require at least a Bachelor's degree.

## National Workforce Trend Data

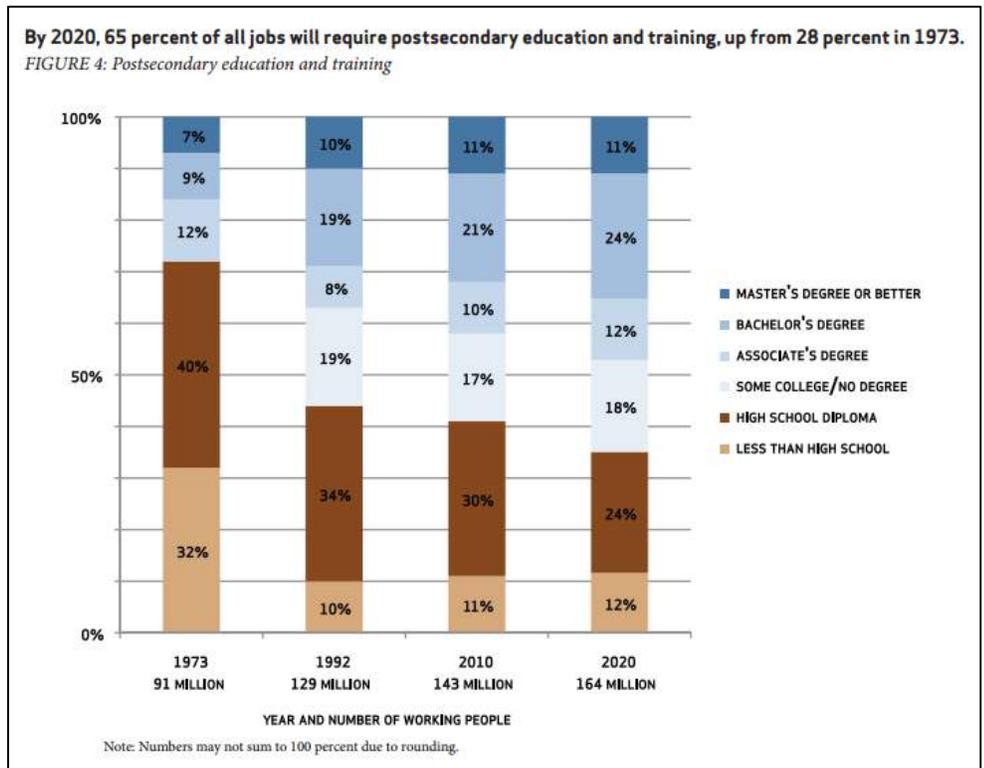
Georgetown Public Policy Institute (Georgetown University, Washington, DC) released a study in June 2013 called “RECOVERY: Projections of Jobs and Education Requirements through 2020.” This document is available online [here](#).

This chart shows their best estimates of what kinds of job growth will occur through 2020 and the educational requirements to be eligible for those occupations.



This chart shows the percentage of all jobs that require post-secondary education and training, and found that an estimated 65% of jobs will require such training by 2020, up from only 28% back in 1973 (see graph below).

Their research estimates show that Minnesota’s job mix has an even higher percentage of occupations that require post-secondary education – an estimated 74% (another 9% higher than the national average) and second only to Washington, DC at 76%.



## ***Importance of Articulating Students' High School Learning with Their Post-Secondary Learning***

As the previous graphs help to emphasize, aligning students' career earnings expectations and what types of occupations can help them achieve that level of income with what kind of course work and experiences might be helpful in allowing them to reach their goals is critical if we are to serve students well.

Moreover, as the cost of post-secondary education has increased, the pressure to better help students figure out what they want to do for their lives' work has increased on schools (see chart below).

	Tuition and Fees in 2015 Dollars						Tuition and Fees and Room and Board in 2015 Dollars			
	Private Nonprofit Four-Year	Five-Year % Change	Public Four-Year	Five-Year % Change	Public Two-Year	Five-Year % Change	Private Nonprofit Four-Year	Five-Year % Change	Public Four-Year	Five-Year % Change
1975-76	\$10,088		\$2,387		\$1,079		\$16,213		\$7,833	
1980-81	\$10,438	3%	\$2,320	-3%	\$1,128	5%	\$16,143	0%	\$7,362	-6%
1985-86	\$13,551	30%	\$2,918	26%	\$1,419	26%	\$19,708	22%	\$8,543	16%
1990-91	\$17,094	26%	\$3,492	20%	\$1,658	17%	\$24,663	25%	\$9,286	9%
1995-96	\$19,117	12%	\$4,399	26%	\$2,081	26%	\$27,202	10%	\$10,552	14%
2000-01	\$22,197	16%	\$4,845	10%	\$2,268	9%	\$30,716	13%	\$11,655	10%
2005-06	\$25,624	15%	\$6,708	38%	\$2,665	18%	\$35,106	14%	\$14,797	27%
2010-11	\$29,300	14%	\$8,351	24%	\$3,002	13%	\$39,918	14%	\$17,710	20%
2015-16	\$32,405	11%	\$9,410	13%	\$3,435	14%	\$43,921	10%	\$19,548	10%

We can no longer afford to have students testing out their likes and dislikes at the collegiate level or we will be driving them into the kind of debt that could well become difficult for them to manage.

By allowing students to explore program of study within the Academies of Shakopee, they will be better able to experience the kinds of knowledge, skills, and abilities they will need to reach the occupation and income level they desire. Even if students experience a program of study or academy that they learn through their experiences that they don't want to pursue, that understanding, in and of itself, is immeasurably valuable as they are discovering this before they begin spending their own or their parents' money at college.

### ***Ford NGL Steering Committee***

The significance of the district's partnership with the community through this master plan as well as the Ford NGL Steering Committee is revealed through their work as a collective group to align the employment needs of the city and region with the education being provided to students through the local public schools. This alignment seeks to help both businesses and students in that both hope to see students come out of high school with the right mix of knowledge and skills to be successful in their places of employment, whether in the community or elsewhere.

### ***Making Connections***

One issue for students in a traditional high school is the lack of connection between elective courses and what they may pursue after graduation.

Course alignment into areas of interest has already begun in grades 6-8 and will continue into the high school level courses. Our district is committed to ensuring that the transition is smooth and successful for students, parents and teachers.

### ***How Will It Work?***

In 9th grade, students will enter the Freshman Academy, which will provide the necessary skills to transition to the high school and provide additional time to explore courses offered by the six academies. Students will spend time discovering their own unique interests. They will then select a home academy for their sophomore through senior year. While students will take courses in their home academy for a portion of their day, they will still be able to take courses in other areas of interest.

## TANGIBLE BENEFITS

The Academies of Shakopee will facilitate change by realigning existing resources to ensure short-term and long-term success for students, the school district, the local economy, and the community. By engaging students in their chosen academy, where they have access to programs of study that reflect their interests, where they are ensconced in a small learning community within a large high school, where they have choice about what knowledge and skills they want to pursue, and where teachers have the resources to respond to the needs of the “whole child,” a strong sense of community belonging will grow and the graduation rate will rise as students see the importance and value of their education.

### **Short-Term Outcomes**

The Academies of Shakopee will produce early results as student behavior reflects the new structure and teaching methods of the reform. More students will engage in school activities and form positive relationships with adults and peers who encourage them to stay in school and graduate. The development of a more tightly-knit learning community will lead to a decrease in discipline problems and improve student attendance.

One of the earliest indicators for success will likely be an increase in promotion from ninth to tenth grade. The majority of student dropouts occur when students fail to make a successful transition into high school and promote from 9th to 10th grade on time. Thus far, schools around the country that have fully implemented a Freshman Academy have already seen increases in student promotion and attendance, as well as decreased discipline issues. The Academies of Shakopee will extend this success to all students in our high schools to achieve our annual District goals.

### **Long Term Community Impact**

Shakopee and the greater Twin Cities metropolitan community face substantial challenges to their future workforce. The demographic shift taking place in the working population is not unique to this area, but the response to this challenge will either serve as a competitive advantage or serious obstacle to economic development efforts. As Shakopee has moved from a small, homogeneous, stand-alone town supporting the surrounding farming community to one of the fastest growing, diverse, suburban communities in the Twin Cities with an economy focused on entertainment, manufacturing, and information services, an educated workforce is critical for long-term economic vitality.

In June, the Minnesota Department of Employment and Economic Development release a report entitled “[Minnesota Economic Trends: State of the State 2016](#).” This report provides an assessment of the local work force supply and demand. Trends that emerged from this report highlight the economic imperative for educational reform in the Twin Cities metropolitan region, including the city of Shakopee. As the workforce ages, changes, and grows, the education system must adapt to ensure that local graduates understand what postsecondary opportunities are available and have the skill sets that jobs of the future will require.

One of the most important trends that emerged from the labor market study the search for workers:

*“Forecasts of educational demand within occupations are dynamic, and their microeconomic focus reflects incremental changes in education requirements over time. The projection here is clear: by 2020, 65 percent of all jobs will require some form of postsecondary education or training. This number is 6 percentage points higher than in 2010, 9 percentage points higher than in the 1990s, [and 37 percentage points higher than in 1973].”*

**~ From “RECOVERY: Job Growth and Education Requirements through 2020”**

Georgetown Public Policy Institute  
Georgetown University, Wash. DC

© June 2013

Available online at:

<https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/>

“The labor market across Minnesota is tight and getting tighter.

Indeed, the search for workers will be one of the big economic stories in Minnesota and the rest of the country over the next 15 years. With baby boomers leaving the workforce, companies will have to scramble to find replacements. In some industries, they’re already scrambling.

One of the keys to tackling this problem will be tapping groups with lower participation rates in the workforce. For a variety of reasons, communities of color, people with disabilities and young adults all have much higher unemployment rates and lower workforce participation than the overall population in Minnesota. Removing some of the barriers faced by these groups and getting them into the workforce could go a long way toward easing the labor crunch. (Minnesota Economic Trends,” June 2016)”

More than merely an issue of economics, however, is the moral imperative associated with educational attainment. By providing better education to minority students, particularly those in high-poverty areas, we can make a powerful impact in the lives of citizens. According to the labor market study,

“With low unemployment, slowing labor force growth and an aging workforce, employers across the Twin Cities – particularly within these industries [transportation, Warehousing, Manufacturing, Educational Services, Public Administration, and Agriculture] – will need to be creative in retaining current workers and recruiting new ones. Removing barriers to employment for workers of other races and/or with disabilities will become more important than ever.”

In a district where 34 percent of the student population is on free and reduced lunch (2015-2016 school year), 83.5% of all students and 88.7 percent of Shakopee High School students graduate (2014-2015 school year), the Master Planning Committee is keenly aware of the potential impact high school reform can offer the community. Better preparing students to be successful in and beyond high school will increase the percentage of students that attain post-secondary degrees or certificates and foster a workforce with technical and academic knowledge in combination with 21st Century Skills.

*“If the graduation rate for the Minneapolis-St. Paul-Bloomington metropolitan area had been 90% for the class of 2013...*

- **\$62 Million:** Annual increase in earnings by new graduates
- **\$42 Million:** Additional annual spending of new graduates
- **\$19.4 Million:** Annual increased state and federal tax revenue due to increased earnings and a higher level of spending of new graduates
- **550 Jobs:** Annual additional jobs supported by the increased spending and investment of new graduates
- **\$99 Million:** Annual gross regional product increase
- **\$200 Million:** Increase in home sales supported by the increased spending and investment of new graduates
- **\$5.7 Million:** Increase in auto sales supported by the increased spending and investment of new graduates”

~ From “The Graduation Effect”  
Alliance for Excellence in Education  
Washington, DC

© 2016

Available online at:

<http://impact.all4ed.org/#mn:33460/increased-investment/all-students>



# ALIGNMENT with MISSION & STRATEGIC PLAN, MASTER PLAN GOALS

## ALIGNMENT with MISSION & STRATEGIC PLAN

### Mission

Shakopee Schools, in partnership with our community, will educate lifelong learners to succeed in a diverse world.

**Core Purpose with Distinction** | Develop and empower lifelong learners to achieve their highest potential and success

### Vision

Shakopee Public Schools will provide...

- High value educational experiences for each student
- Robust educational tools for learning in all classrooms
- Clear Shakopee Public Schools identity and brand
- Aligned programming and facilities for lifelong learners
- High quality staff – the right people, in the right place, doing the right work
- Partnership with engaged parents and community, business, and educational partners

*“We’re really reshaping the delivery of education, and it will be very meaningful for students and generate even better results over time to turn out the kinds of kids who are ready for college or career.”*

**~ Reggie Bowerman**  
Former Chair, School Board  
Shakopee Public Schools

### Core Values

What Drives Our Words and Actions...

- Stewardship     Responsible use of all resources
- Excellence     To be our best, expect our best
- Integrity        Do the right thing even when no one is watching
- Community     Together, we achieve more by creating strengths out of our differences
- Respect         Treat others as they wish to be treated

### Strategic Directions

#### A: EDUCATION FORWARD LEARNING MODEL

- **Quality Instruction and Student Engagement** | Quality instruction is dependent upon teachers who are trained and equipped to be open-minded, persistent, and flexible, who see students from a strengths-based perspective, encourage the development of a growth mindset of students, and serve as effective facilitators of student learning. This involves a set of common teaching practices and beliefs, which are vertically aligned, and consistently applied E-12 to ensure ALL students can achieve at high levels.
- **Whole Student Development** | The district expands beyond reading, writing and mathematics to also include whole student development, and college and career readiness skills. The District 6 C’s of Character, Collaboration, Communication, Creativity, Critical Thinking, and Cultural Competence are incorporated and integrated into each learning experience, grounded in literacy as a key component for all content areas.
- **Authentic 21st Century Learning Experiences** | Learning environments and programming provide flexible, collaborative, inviting work spaces and access to broad opportunities for exploration. Technology supports the teaching and learning process and becomes a natural tool in

how students and staff complete their daily activities. Students are encouraged to pursue their interests and passions within, and in addition to, curricular content.

- **Personalized Learning** | Strategies for personalized learning are utilized by educators to create a student-centered approach to teaching and learning that encompasses the best instructional strategies. This is combined with the student’s “MySaberPlan” (Individual Learning Plan-ILP) to help students leverage their interests and abilities to maximize their educational experiences.

## B: DISTRICT OF EXCELLENCE

- **A Culture of Excellence** | A culture of excellence in which all staff recognize the importance and impact of their work; where they commit and remain accountable to high expectations and seek continuous improvement. The District Office and its departments operate as a service center in support of staff and students to ensure success in this culture of excellence.
- **Excellence with Equity as part of culture, structures and practices** | Staff, students, and families develop a raised awareness and capacity to engage, inspire, and communicate on issues of excellence and equity with growth in culturally-responsive teaching and student engagement skills. Participation in academic, curricular, and service programs more closely match our student populations for race/ethnicity, socio-economics, gender, and ability.
- **A Welcoming and Inclusive Environment** | The school and classroom experience more closely reflects the demographics, culture, languages, and images of the students and families being served. Perceptions of being welcome and safe increase, as traditional barriers to information, protocols, and people diminish.

## ALIGNMENT with FORD NEXT GENERATION LEARNING (NGL)

This Academies of Shakopee initiative directly aligns with the Ford NGL model. Shakopee Public Schools is implementing the framework of the three strands of the Ford NGL model for high school transformation:



## MASTER PLAN GOALS

Our goals, in alignment with other plans and initiatives, as outlined and detailed in this master plan include the following:

- Wall-to-wall academies in Shakopee High School
- All students will have the opportunity to earn certification(s), dual college credit(s) or transcribed credit(s) by the time they leave high school
- All students will engage in Experiential Learning, where they will participate in career exploration, a post-secondary institution experience, dual credit/certification options, and a capstone experience
- All students will document learning and careers goals in an electronic academic career plan called “MySaberPlan”

In addition, the purposes for writing this Master Plan include our desires to:

- Document all of the great work and ideas to enable us to incorporate them into implementation of the Plan
- Demonstrate transparency both internally and externally
- Establish clear understandings of roles and responsibilities and sequential steps for implementing the Academies of Shakopee
- Create a vehicle for oversight of the implementation of the Plan by external and internal sources
- Foster sustainability

*“The Academies of Shakopee is a perfect fit for our district. It aligns with the recommendations made by the Secondary Academic Design Team to reorganize elective courses into six areas of interest. This organizational structure will be the curriculum framework for academies. And now we have this amazing opportunity to physically design our high school around this model.”*

**~ Nancy Thul**  
Executive Director of Teaching & Learning  
Shakopee Public Schools

*“The [Ford NGL] phases are a roadmap for transformation. The [Master] plan is a roadmap for implementing the transformation.”*

**~ Starr Herrman**  
Educational Consultant, Ford Next Generation Learning Coach  
Ford Next Generation Learning



# DATA PROFILE

## OUR COMMUNITY

The city of Shakopee is located in the southwest corner of the Twin Cities metropolitan area, 23 miles from Minneapolis, on the Minnesota River. Residents of Shakopee enjoy both the atmosphere of a small town and the resources of a thriving metropolitan area. Incorporated in 1857 as a booming river town, today Shakopee is the county seat of Scott County, one of the fastest growing counties in the United States.



The City has its own downtown central business district, regional medical center and business park and is home to regional entertainment attractions such as Historic Murphy’s Landing, Valleyfair Amusement Park, Canterbury Park Racetrack and the Minnesota Renaissance Festival.

**STUDENT DATA** | This data is taken from the Minnesota Dep’t of Education (available [here](#) [District] & [here](#) HS).

### 2016 Ethnic Profile – DISTRICT

Ethnicity	Count	%
American Indian/Alaskan Native	158	1.9
Asian/Pacific Islander	1,108	13.6
Hispanic	1,097	13.4
Black, not of Hispanic Origin	748	9.2
White, not of Hispanic Origin	5,054	61.9
<b>All Students</b>	<b>8,165</b>	<b>100</b>

### 2016 Ethnic Profile – HIGH SCHOOL

Ethnicity	Count	%
American Indian/Alaskan Native	30	1.7
Asian/Pacific Islander	236	13.8
Hispanic	217	12.7
Black, not of Hispanic Origin	145	8.5
White, not of Hispanic Origin	1,087	63.4
<b>All Students</b>	<b>1,715</b>	<b>100.0</b>

### 2016 Special Populations – DISTRICT

Special Population	Count	%
English Learner	930	11.4
Special Education	1,226	15.0
Free/Reduced Priced Lunch	2,791	34.2
Homeless	32	0.4

### 2016 Special Populations – HIGH SCHOOL

Special Population	Count	%
English Learner	59	3.4
Special Education	242	14.1
Free/Reduced Priced Lunch	503	29.3
Homeless	4	0.2

### Graduation Rate Trend – DISTRICT

Year	Graduated Count	Graduated %
2011	366	86.3%
2012	437	86.0%
2013	409	82.1%
2014	425	82.2%
2015	411	83.5%

### Graduation Rate Trend – HIGH SCHOOL

Year	Graduated Count	Graduated %
2011	366	87.1%
2012	436	86.5%
2013	397	85.4%
2014	408	87.2%
2015	385	88.7%

**Student Achievement Level – DISTRICT**

Year	Data Type	Exceeds	Meets	Partially Meets	Does Not Meet
2014	Count	1,239	1,551	782	548
	Percent	30.1%	37.6%	19.0%	13.3%
2015	Count	1,300	1,567	755	587
	Percent	30.9%	37.2%	17.9%	13.9%
2016	Count	1,294	1,607	860	663
	Percent	29.2%	36.3%	19.4%	15.0%

**Student Achievement Level – HIGH SCHOOL**

Year	Data Type	Exceeds	Meets	Partially Meets	Does Not Meet
2014	Count	73	176	105	94
	Percent	16.3%	39.3%	23.4%	21.0%
2015	Count	91	169	83	110
	Percent	20.1%	37.3%	18.3%	24.3%
2016	Count	124	184	133	122
	Percent	22.0%	32.7%	23.6%	21.7%

**2013 College-Going – DISTRICT**

Organization Name	Number of students earning HS diploma	Number enrolled in any IHE within 16 months	Percent enrolled in any IHE within 16 months
Statewide	58,285	44,674	77%
Shakopee Public School District	406	328	81%

**2014 College-Going – HIGH SCHOOL**

Organization Name	Number of students earning HS diploma	Number enrolled in any IHE within 16 months	Percent enrolled in any IHE within 16 months
Statewide	57,449	43,140	75%
Shakopee Public School District	469	359	77%
Shakopee Senior High	430	353	82%

**2013 College Credit Accumulation – DISTRICT**

Organization Name	Number of students enrolling in a public IHE within 16 months	Number of students earning one year of credit within two years of enrollment	Percent earning one year of credit within two years of enrollment
Statewide	28,604	22,084	77%
Shakopee Public School District	227	175	77%

## 2014 College Credit Accumulation – HIGH SCHOOL

Organization Name	Number of students enrolling in a public IHE within 16 months	Number of students earning one year of credit within two years of enrollment	Percent earning one year of credit within two years of enrollment
Statewide	27,543	19,133	69%
Shakopee Public School District	250	179	72%
Shakopee Senior High	244	179	73%

**STAFF DATA** | This data is taken from the Minnesota Dep't of Education (available [here](#) [District] & [here](#) HS]).

### 2016 Staffing Profile – DISTRICT

Position	Count	%
Teachers	546.81	52.4
Media Specialists	10.00	1.0
Other Licensed Professionals	102.87	9.9
Paraprofessionals	108.58	10.4
Administrators	31.83	3.0
Other Staff – incl. non-licensed	243.75	23.4
<b>Total</b>	<b>1,043.84</b>	<b>100.0</b>

### 2016 Staffing Profile – HIGH SCHOOL

Position	Count	%
Teachers	94.45	56.6
Media Specialists	1.00	0.6
Other Licensed Professionals	16.28	9.8
Paraprofessionals	13.28	8.0
Administrators	5.83	3.5
Other Staff – incl. non-licensed	36.07	21.6
<b>Total</b>	<b>166.91</b>	<b>100.0</b>

### 2016 Degree Preparation – DISTRICT

Degree	Percent
Bachelor's Degree	34.3%
Master's Degree	65.2%
Doctorate	0.2%
<b>Total</b>	<b>100.0%</b>

### 2016 Degree Preparation – HIGH SCHOOL

Degree	Percent
Bachelor's Degree	32.6%
Master's Degree	66.4%
Doctorate	0.0%
<b>Total</b>	<b>100.0%</b>

### Experience – DISTRICT

Degree	Percent
Less than 3 Years	11.8%
3-10 Years	42.4%
More than 10 Years	45.7%
<b>Total</b>	<b>100.0%</b>

### Experience – HIGH SCHOOL

Degree	Percent
Less than 3 Years	16.2%
3-10 Years	38.2%
More than 10 Years	45.6%
<b>Total</b>	<b>100.0%</b>

## DATA POINTS TO BE CONSIDERED UPON IMPLEMENTATION

Once Shakopee Public Schools implements the Academies of Shakopee, there will be several additional data points we will be collecting: *Baseline Data, Non-Academy*

1. Total **number of schools participating** in the transformation initiative  
*1 – Shakopee High School*
2. Total **number of high school students participating** in the transformation initiative  
*Anticipating approximately 2600 students in grades 9 – 12 | Fall 2018*
3. Total **number of career academies** fully implemented  
*Anticipating implementing 6 Career Academies and 1 Freshman Academy | Fall 2018*
4. Total **number of high school students participating** in career academies  
*Anticipating approximately 2000 students in grades 10 – 12 | Fall 2018*
5. The **average suspension rate** of academy students

### *Non-Academy Rate 2015-2016*

OSS	10	11	12	ALL
Number	21	28	13	62
%age	3.25%	4.68%	2.75%	3.61%

6. The **GPA (grade point average)** of academy students

### *Non-Academy Rate 2015-2016*

GPA	10	11	12	ALL
AVERAGE	2.825	2.759	2.697	2.767

7. The **GPA of academy students** in their Career courses  
*Non-Academy Rate 2015-2016 | Not Currently Applicable*
8. The **absentee rate** (academy senior students missing 10+ days of school during their senior year)

### *Non-Academy Rate 2015-2016*

ABSENTEEISM	10	11	12	ALL
10 or more absences	174	211	189	574
Percentage	26.89%	35.28%	40.04%	33.43%

9. The **percentage of career academy students taking dual enrollment courses?**

### *Non-Academy Rate 2015-2016*

DUAL ENROLLMENT	10	11	12	ALL
Number	6	199	219	424
Percentage	0.93%	33.28%	46.40%	24.69%

*Includes CIS, CAPS, & PSEO*

10. The percentage of career academy students taking/passing advanced placement courses/tests?

*Non-Academy Rate 2015-2016*

ADVANCED PLACEMENT	9		10		11		12		ALL	
	Taken	Passed								
<b>Courses</b>										
<b>Number</b>			278	268	431	443	250	246	971	945
<b>Percentages</b>				96%		97%		98%		97%
<b>Tests</b>										
	Taken	Passed								
<b>Number</b>	173	90	127	64	194	155	106	71	600	380
<b>Percentages</b>		50%		50.4%		79.9%		67%		63.3%

11. The number of industry certifications awarded to career academy students

*Non-Academy Rate 2015-2016 | Not Currently Applicable*

12. The number of business partners associated with career academies

*Non-Academy Rate 2015-2016 | Not Currently Applicable*

13. The community's (district or districts) high school graduation rate (%)

*Non-Academy Rate 2015-2016 | Shakopee High School 88.7%*

14. The community's (district or districts) dropout rate (%)

*Non-Academy Rate 2015-2016 | Shakopee High School 3.0%*

15. The community's (district or districts) percentile of students declared college ready

*Non-Academy Rate 2015-2016 |  
Non-Academy Rate 2015-2016 | Not Currently Applicable*

16. The community's (district or districts) percentile of students declared career ready

*Non-Academy Rate 2015-2016 | Not Currently Applicable*



# DEVELOPMENT TEAM & COMMITTEES

## SECONDARY ACADEMIC DESIGN TEAM

### *Purpose*

Across the United States, schools are evaluating their ability to prepare students for the changing needs of college and career readiness. In response to this need and as part of Shakopee schools *Framework for Education Forward*, the secondary academic design team spent several months researching and creating recommendations based on the best and next practices in education in order to help prepare students for their future world of education and work. The academic design team met twice monthly from March 2014 through August 2014. During this time, the committee reviewed cutting edge educational settings, the current instructional and achievement conditions of Shakopee, and what practices would have the greatest impact for Shakopee students. The academic design team identified key shifts in practice and initiatives in these areas:

1. Tracking and Communication of Student Learning
2. Academic Programming
3. Resources and Structures
4. Beliefs and Practices

As a result of this work, implementation teams were created around these four areas to create 5-year action plans for implementation. As the Academic Design Team learned from personalized learning expert Jim Rickabaugh, “Changing schools isn’t an effort problem, it’s a systems problem.”

### *Committee Members*

#### Facilitator

Dennis Cheesebrow | TeamWorks International  
Facilitator

#### Administrators

Dr. John Bezek | Assistant Superintendent  
 JP Jacobson | Director of Instructional Technology  
 Ben Kusch | Principal | SHS  
 Jason Larson | Assistant Principal | Eagle Creek Elementary  
 Lori Link | Principal | West Jr. High  
 Jim Miklausich | Principal | East Jr. High  
 Dave Orłowsky | District Assessment Coordinator  
 Nancy Thul | Director of Teaching & Learning  
 Angela Turry | Principal, Pearson 6th Grade Center  
 Melissa Zahn | Assistant Principal | Sweeney Elementary

#### Teachers

Dale Anderson | High Potential Service Coordinator  
 Paula Becraft | Social Studies | East Jr. High  
 Rachel Beran | World Language | SHS  
 Gina Boots | Special Education | East Jr. High  
 Andy Brown | English | SHS  
 Ed Cox | Secondary Teaching & Learning Coordinator  
 Becky Gravel | Phys. Ed. | West Jr. High  
 Becky Gothmann | Math | Pearson 6th Grade Center  
 TJ Hendrickson | Tech. Ed. | West Jr. High  
 Jon Jasken | English | Pearson 6th Grade Center  
 Ed Loiselle | Social Studies | SHS  
 Kelli Nelson | Instructional Coach | West Jr. High  
 Erin Richter | Counselor | West Jr. High  
 Casey Rutherford | Science | SHS  
 Scott Sater | Instrumental Music | East Jr. High  
 Myrlene Schenck | EL | Pearson 6th Grade Center  
 Ben Whitcomb | Math & Science | SHS

## TECHNOLOGY DESIGN TEAM

### *Purpose*

Following the successful Spring 2014 referendum, Shakopee Public Schools began the design and development for Shakopee High School. Administrators, teachers and district staff worked together to plan and implement the district technology plan.

- To provide vision and philosophy for district use of technology
- To guide/direct district technology planning
- To establish priorities / expectations for district technology
- To make recommendations to the Bond Oversight Committee

### *Committee Members*

#### **Facilitator**

Julie Goldsmith | TeamWorks International  
Facilitator

#### **Administration**

Nancy Thul | Executive Director of Teaching and Learning  
John-Paul Jacobson | Director of Instructional Technology  
Dave Orlosky | Data & Testing Administrator  
Josie Koivisto | Eagle Creek Principal  
Dr. Kevin Bjerken | Pearson 6<sup>th</sup> Grade Center Principal  
Matthew Headrick | East Junior High Assistant Principal

#### **Elementary Teachers**

Beth Dorsey | CFC Special Education  
Doug Keddie | Eagle Creek 3rd Grade, Staff Development Specialist  
Joshua Gregor | Eagle Creek 2nd Grade  
Joshua Helmbrecht | Red Oak 5th Grade  
Kate Kienow | Jackson Intervention Services  
Danielle Jacobson | Sun Path 5th Grade  
Bob Lincoln | Sun Path Media Specialist

Isaac Smith | Sweeney 5th Grade

#### **Secondary Teachers**

Thom Amundsen | High School English  
Matthew Braa | East Junior High Math  
Stephanie Eng | West Junior High  
Sean Hildebrandt | TOSA, Secondary High Potential Coordinator  
Eric Hills | Pearson 6<sup>th</sup> Grade Center Social Studies, Staff Development Specialist  
Kara Osmundson | High School Social Studies, Staff Development Specialist  
Jamie Paulson | High School Math  
Sandra Riehl | Staff Development/Reading Specialist  
Casey Rutherford | High School Science, Staff Development Specialist  
Joe Sage | West Junior High Science, Staff Development Specialist  
Amy Sticha | East Junior High Media Specialist  
Sean Vander Veen | Pearson Music  
Jackie Yego | East junior High English

## HIGH SCHOOL CORE PLANNING COMMITTEE

### *Purpose*

Following the successful Spring 2014 referendum, Shakopee Public Schools began the design and development for Shakopee High School. Community members, parents, teachers and district staff worked together to plan and implement the Academies of Shakopee High School.

- To provide vision and philosophy for Shakopee High School
- To guide/direct school design
- To make design decisions: organizations and adjacencies
- To establish priorities / expectations for all departments
- To make recommendations to the Bond Oversight Committee

### *Committee Members*

#### **Facilitator**

Dennis Cheesebrow | TeamWorks International  
Facilitator

#### **Administration**

Dr. John Bezek | Assistant Superintendent  
Ben Kusch | High School Principal  
Dr. Rod Thompson | Superintendent of Schools  
Nancy Thul | Director of Teaching & Learning  
Angela Tucker | School Board

#### **Community & Parents Representatives**

Steph Bode  
Julie Johnson  
Dr. Tim Johnson  
Corey Carlson  
Ali Kofiro  
Anh-Dao Pham

#### **SEA Representative**

Dale Anderson | President

#### **Student Representatives**

Alisha Relan  
Ankith Arun

#### **High School Staff Representatives**

Carmen Barbone | English  
Annie Rients | Instructional Coach  
Elizabeth Duehr | Science  
Thom Amundsen | English  
Andy Brown | English  
Ed Loiselle | Social Studies  
Jenn Tabios | Social Studies  
Sandra Reishus | Media  
Erica Lang | Counselor

#### **Other Secondary Staff Representatives**

Gwynne Chase | West Jr. High School  
Gina Boots | East Jr. High School  
Jon Jasken | Pearson

## MIDDLE SCHOOL CORE PLANNING COMMITTEE

### *Purpose*

Beginning Spring 2016, Shakopee Public Schools began the design and development of the alignment and preparation strategies for supporting the High School Academies Model Design at the Middle School level. Teachers and district staff worked together for this purpose.

- To align middle school organization and design with the High School Academies Model
- To provide vision and philosophy for Shakopee Middle Schools
- To establish priorities / expectations for all departments

### *Committee Members*

#### **Facilitator**

Dennis Cheesebrow | TeamWorks International  
Facilitator

#### **Administration**

Matt McKeand | School Board Member  
Tony Pass | School Board Member  
Dr. Rod Thompson | Superintendent  
Nancy Thul | Executive Director of Teaching &  
Learning  
Julie Menden | Director of Special Services  
Lori Link | West Junior High Principal  
Jim Miklausich | East Junior High Principal  
Angela Turry | Pearson 6th Grade Center Principal  
Matt Headrick | East Junior High Assistant Principal  
Joel Young | West Junior High Assistant Principal  
Adam Dittberner | Pearson 6th Grade Center  
Assistant Principal  
Ed Cox | Secondary Teaching & Learning  
Supervisor

#### **SEA Representative**

Dale Anderson | President

#### **Pearson 6<sup>th</sup> Grade Center Staff Representatives**

Bruce Bade | Science  
Lauren Morales | Language Arts  
Mary Thom | Language Arts  
Natalie Weatherman | Center Media

#### **East Junior High Staff Representatives**

Ted Aleckson | Social Studies  
Heather Baumbach | FACS  
Pam Peterson | English  
Brian Thompson | Special Education  
Jake Toufar | PLTW

#### **West Junior High Staff Representatives**

Katie Irvin | School Music  
Jackie Lissick | PE/Health  
Courtney Menden | Math  
Joe Sage | Digital Learning Coach

## ELEMENTARY CORE PLANNING COMMITTEE

### *Purpose*

Beginning Spring 2016, Shakopee Public Schools began the design and development of the alignment and preparation strategies for supporting the High School Academies Model Design at the Elementary level. Teachers and district staff worked together for this purpose.

- To align elementary organization and design with the Middle School & High School Academies Model
- To provide vision and philosophy for Shakopee Elementary Schools
- To establish priorities / expectations for all grade levels and departments

### *Committee Members*

#### **Facilitator**

Dennis Cheesebrow | TeamWorks International  
Facilitator

#### **Administration**

Mary Romansky | School Board Member  
Angela Tucker | School Board Member  
Dr. Rod Thompson | Superintendent  
Nancy Thul | Director of Teaching & Learning  
Dave Orłowsky | Data & Assessment Administrator  
Angela Turry | Pearson 6th Grade Center Principal  
Josie Koivisto | Eagle Creek Principal  
Patrick Leonard | Sun Path Principal  
Mitch Perrine | Red Oak Principal  
Doug Schleif | Jackson Principal  
Melissa Zahn | Sweeney Principal  
Dr. Kevin Bjerken | Pearson 6<sup>th</sup> Grade Center  
Nika Summer | Elementary Teaching & Learning  
Supervisor

#### **District TOSAs**

Erin Heilman | TOSA, High Potential & Innovative  
Programs Coordinator  
Myrlene Schenck | TOSA, Federal Programs  
Coordinator

#### **SEA Representative**

Dale Anderson | President

#### **Central Family Center Representatives**

Heidi Nistler | Special Education Supervisor  
Colleen Warmka | Central Family Center Early  
Childhood

#### **Eagle Creek Representatives**

Denise Bade | Instructional Coach  
Doug Keddie | Digital Learning Coach  
Rachel Reinbold | Eagle Creek Grade 3

#### **Jackson Representatives**

Ann Van Brocklin | Grade 3  
Mary Kate Haake | Jackson Kindergarten

#### **Red Oak Representatives**

Christine Brown | Art  
Kyle Schwarting | Grade 4  
Kristin Wilking | Instructional Coach

#### **Sun Path Representatives**

Jessica Hendrickson | Special Education  
Steph Peoples | Music  
Jon Poppen | Grade 2

#### **Sweeney Representatives**

Katie Bohn | Sweeney Media  
Darcy Koch | Sweeney Grade 5

## ACADEMIES OF SHAKOPEE / FORD NGL COMMUNITY CONVENING ORGANIZATION

### *Community Convening Organization*

- Shakopee Chamber of Commerce

### *Purpose*

- Advocates for the shared community vision and provides viable and visible leadership within the community.
- Provides guidance and oversight for the entire community throughout the phases of the Ford NGL Roadmap.
- Upholds the overall structure that supports the transformation process.

### *2017 Shakopee Chamber of Commerce Board of Directors*

**President** | Angie Whitcomb | IOM

**Chair** | Jim Conway | Jaspers, Moriarty, & Wetherille, P.A

**Vice Chair** | Michael Morris | St. Francis Regional Medical Center

**Past Chair** | Paul Youngs | Edward Jones Investments

**Treasurer** | John Groen | Canterbury Park

**Secretary** | Jan Aument | Good Plan Jan

**Director** | Dave Frazier | Valleyfair Amusement Park

**Director** | Shane Hofmann | Edina Realty Mortgage

**Director** | Teresa Hoffman | The Pullman Club

**Director** | Rhonda Kalal | MRCI WorkSource

**Director** | Michael Klemm | Hellmuth & Johnson, PLLC

**Director** | Jim Mahoney | Principal Financial Group

**Director** | Dr. Jody O'Brien | O'Brien Dental Care

**Director** | David Pass | Agency One Insurance

**Director** | Jamie Riddle | Shutterfly

**Director** | Dr. Rod Thompson | Shakopee Public Schools | Superintendent of Schools

**Director** | Joe Vaughan | Scott Carver Dakota CAP Agency

### *Core Responsibilities*

- Serves as a neutral organization in the community
- Advocates for the shared community vision and shared accountability
- Supports successful inter-agency collaboration
- Builds on credibility in the community in order to shape the vision, mission, and support -or community-driven high school transformation
- Focuses on business and community development
- Identifies a staff person to serve on the Steering Committee
- Helps secure resources to support the Ford NGL transformation
- Co-designs the Ford NGL Community Designation Ceremony once the Master Plan is approved
- Expands and deepens community engagement, including identifying community stakeholders to attend Ford NGL events, professional development workshops, and various meetings throughout all phases of the Ford NGL Roadmap

## ACADEMIES OF SHAKOPEE / FORD NGL STEERING COMMITTEE

### *Purpose*

- Primary Advocate for the transformation initiative – makes decisions, advises, and provides strategic oversight throughout all phases of the Ford NGL Roadmap
- Mobilizes the community behind the transformation and cultivates deep, community-wide ownership
- Serves as a vital and permanent committee designed to serve as the community’s guiding body
- To provide oversight and guidance for the community through all phases of the Ford NGL Roadmap
- To develop, plan, implement, monitor progress on our Master Plan
- To guide continuous improvement and further engagement of the community

### *Committee Members*

#### **Community & Business Representatives**

Steph Bode | Kubes Realty | Realtor

John Canny | RE/MAX Advantage Plus | Realtor

Mary Fleming | Canterbury Park | Vice President of Human Resources

Dave Frazier | Valleyfair Amusement Park | Vice President and General Manager

Wayde Johnson | Outland Builders | Owner

Dr. Tim Johnson | University of Minnesota | Professor

Megan Menden | Menden Accounting & Tax Services | Accountant

Michael Morris | St. Francis Regional Medical Center | Director of Business Development

Scott O’Brien | O’Brien’s Public House & Trident Development, LLC | Owner

Senator Eric Pratt | State of Minnesota | State Senator

Jaime Riddle | Shutterfly | Senior Director, Manufacturing Operations

Barbara Weckman Brekke | Brekke, Clyborne & Ribich, L.L.C. | Attorney

Angie Whitcomb | Shakopee Chamber of Commerce | President

Paul Youngs | Edward Jones Investments | Financial Consultant

#### **Students**

Jack Canny | Shakopee East Jr. High School

Aiden Johnson | Shakopee West Jr. High School

Jenna Koehn | Shakopee West Jr. High School

#### **School Administration**

Reggie Bowerman | Shakopee Public Schools | School Board

Sarah Koehn | Shakopee Public Schools | Exec. Asst. to the Superintendent

Dr. Rod Thompson | Shakopee Public Schools | Superintendent of Schools

Nancy Thul | Shakopee Public Schools | Executive Director of Teaching & Learning

### *Core Responsibilities*

- Cultivates engagement and buy-in within the community to ensure the Master Plan is community-driven and deeply rooted
- Monitors the progress of the development and implementation of the Master Plan using metrics identified by Ford NGL and the community
- Champions and owns the sustainability and continuous improvement of the Master Plan
- Establishes and oversees systems and structures
- Ensures ongoing alignment with other district and community strategic plans, as well as workforce needs
- Onboards new community members to the Ford NGL Roadmap and master planning processes
- Assesses new opportunities to engage the community that will allow the community to “go further”
- Reports and shares data on community outcomes

## ACADEMIES OF SHAKOPEE / FORD NGL MASTER PLAN WRITING TEAM

### *Purpose*

- To map out and develop the Master Plan

### **Committee Members**

#### **Community/Business/Parent Member**

Chuck Berg | Community Member  
Steph Bode | Kubes Realty  
Kristin Budija | Parent & Community Member  
Amy Engen | Parent & Community Member  
Dr. Tim Johnson | University of Minnesota  
Wayde Johnson | Outland Builders  
Kristin Koller | Parent & Community Member  
Lisa Larson | Parent & Community member  
Megan Menden | Menden Accounting & Tax Services  
Kathi Mocol | City of Shakopee  
Julie Moran | Shakopee Area Catholic Schools  
Michael Morris | St. Francis Regional Medical Center  
Jaime Riddle | Shutterfly  
Kevin Wetherille | JMW Law

#### **School Administration**

Scott Swanson | School Board Chair  
Rod Thompson | Superintendent of Schools  
Dr. John Bezek | Assistant Superintendent  
Nancy Thul | Executive Director of Teaching & Learning  
Scott Hare | Executive Director of Administrative Services  
Julie Menden | Director of Special Services  
Dave Orłowsky | Data & Testing Administrator  
Dr. Kevin Bjerken | Pearson 6th Grade Center Principal  
Lori Link | West Junior High Principal  
Jim Miklausich | East Junior High Principal  
Melissa Zahn | Sweeney Elementary Principal  
Paul Nettesheim | High School Assistant Principal  
Sonia Hellerud | Excellence with Equity Specialist  
Crystal McNally | Communications Specialist

#### **Post-Secondary Education Member**

Robb Lowe | Normandale Community College

#### **District Partner**

Pat Overom | ICS Consulting

#### **Non-Certified District Staff**

Stephanie Janke | High School Principal Secretary

#### **Teachers**

Carmen Barbone | High School English  
Andy Brown | High School English  
Jaime Paulson | High School Math  
Brendan McNally | High School Math  
Mike Kovic | High School Music  
Jody Stone | High School Social Studies  
Jenn Tabios | High School Social Studies  
Stephanie DeMars | High School Special Education  
Millie Kleinfehn | High School Special Education  
Todd Anderson | High School Technical Education  
Erica Lang | High School Counselor  
Gina Boots | East Junior High 9<sup>th</sup> Grade  
Matt Braa | East Junior High 9<sup>th</sup> Grade  
Kelli Jo Nelson | TOSA, West Junior High Instructional Coach  
Annie Rients | TOSA, Professional Development Coordinator  
Natalie Weatherman | TOSA, Digital Learning Coach

#### **SEA Representative**

Dale Anderson | TOSA, President – Shakopee Education Association

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## FORD NGL PARTNERS

Starr Herrman | Ford Next Generation Learning Coach  
Paula Barkley | Ford Next Generation Learning Transformation Specialist  
Richard Delano | Ford Next Generation Learning Advocate  
Dr. Kelly Henderson | Academies of Nashville, Master Scheduler



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## CAREER ACADEMY MODEL & DESCRIPTIONS

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### THE ACADEMIES OF SHAKOPEE

The Academies of Shakopee will be launched in the Fall of 2018 in our newly expanded high school. The initial launch includes the implementation of the Freshman Academy, the six areas of interest academies (grades 10 – 12), and the support structures necessary to implement the academies model with fidelity during the 2018-19 school year.

The Academies of Shakopee structure will be as follows:

- Academies are small learning communities.
- Academies will be implemented wall-to-wall.
- Academies will include all students, with student inclusion a priority.
- All freshman students will participate in a Freshman Academy.
  - Freshman Academy structure will be based on a cohort model.
  - Freshman Academy teachers will have shared planning time.
  - Maximizing student purity is a priority.
  - Freshman students will be provided with a variety of experiential learning opportunities, which will include but not be limited to college visits, benchmark events, and community outreach and engagement.
- Teachers will be provided with professional development in the following key areas:
  - Highly effective teaming/team leader training
  - Teaching on the block
  - Transforming classroom instruction through project based learning
  - Freshman Academy
- Academies will be paired into “hubs” of two academies, and each hub will include an Academy Principal, an Academy Coach, two Academy Counselors, an Equity Specialist, and a Dean
- Administrators will be provided training at district/school level.
- There will be six Grade 10 – 12 academies implemented at the High School. Tentative academy groupings are as follows, though the naming and content is fluid, based on enrollments and maintain a true small learning community number of students per academy.
  - The initial programs of study under these academies are fluid, and will be evaluated year-to-year, dependent on community needs, student interest, etc.
  - Academy and programs of study can potentially evolve to be specialized depending on community workforce needs, equipment and infrastructure costs and support structures.
- For more about the curriculum framework for these academies, please see Appendix A: Curriculum Framework for Areas of Interest/Academies.

The Academies of Shakopee will include each of the following:

#### 1. Arts & Communications Academy

- Will foster creativity, innovation and expression to ensure well-rounded individuals who can apply those skills in a number of fields.
- Career fields include...
  - Performing arts
  - Visual arts
  - Design
  - Communications
  - Publishing

## **2. Business & Entrepreneurship Academy**

- Will offer students industry relevant experiences that will allow students creative platforms to produce ideas and products that propel the growth of local, state, national, and the global economy.
- Career fields include...
  - Marketing
  - Sales
  - Finance
  - Hospitality & tourism
  - Management
  - Entrepreneurship

## **3. Engineering & Manufacturing Academy**

- Will offer a high tech, high skill, high demand area that will help students generate their own jobs and opportunities.
- Career fields include...
  - Manufacturing
  - Robotics
  - Transportation
  - Design
  - Electronics
  - Architecture
  - Construction
  - Engineering

## **4. Health Science Academy**

- Will provide students with the knowledge and skills to pursue this high demand industry.
- Career fields include...
  - Biomedical science
  - Exercise science
  - Health & wellness
  - Nutrition
  - Healthcare

## **5. Human Services Academy**

- Will give students the ability to apply their course work across all academic disciplines. Human Services courses benefit both the community and students while encouraging students to look beyond themselves to serve others.
- Career fields include...
  - Human development
  - Psychology
  - Education
  - Legal fields
  - Law enforcement
  - Public services

## **6. Science & Technology Academy**

- Will promote students to be leaders in the construction and development of dynamic and ever-changing industries. The education will reflect the modern needs of our global society and prepare our students to successfully utilize skills that will contribute to the betterment of our community.
- Career fields include....
  - Investigative science
  - Mathematics

- Applied science & technology
- Computer science
- Human & natural management

## 7. Freshman Academy

- Will be for 9th grade students who will spend time discovering their own unique interests and then choose a home academy for their sophomore through senior year. The Freshman Academy will provide additional time to explore courses offered by the six academies.



# TACTICAL PLANS

### SPS Master Plan Tactical Plan Categories

- Business and Community Support Structures
- Communication
- Instructional Practices and Professional Development
- Post-Secondary Alignment
- Systems of Analysis & Continuous Improvement
- Organizational Structures and Transitions

### Ford NGL Strand(s)/Strategy(ies) Addressed:

1. **TRANSFORMING TEACHING AND LEARNING:** At the heart of transforming teaching and learning are the academy teachers and their participation in a professional learning community committed to transformation of curriculum, instruction and assessment. Transformed teaching and learning will be Learner Centered, Knowledge Centered, and Assessment Centered with the context of Community.
2. **REDESIGNING HIGH SCHOOLS:** Creating and maintaining the career- and interest-based programs and the collaborative culture, structures, and practices necessary to transform teaching and learning and facilitate community engagement
3. **SUSTAINING CHANGE THROUGH BUSINESS AND CIVIC LEADERSHIP:** Engaging employers, educators, and community leaders to collaborate in building and sustaining educational programs that promote community growth and prosperity by preparing students for future work and citizenship

## INSTRUCTIONAL PRACTICES & PROFESSIONAL DEVELOPMENT

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Establish Vision &amp; Student Outcomes for each Academy</b>	<ul style="list-style-type: none"> <li>• Through building-wide process, articulate a common vision for Academies so that teachers are invested and engaged in change process</li> <li>• Develop Academy culture: write academy vision, values, missions, and student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of teachers can explain and share the vision/mission statement of school and academies</li> <li>• 100% of teachers are actively participating in PLC, teaming, and authentic learning training</li> <li>• Completion of vision, mission, values and student outcomes for each Academy. Vision and mission are visible in school</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Principal</li> </ul>	Spring 2017	Fall 2018	<u>2016-2017</u> <input type="checkbox"/> Develop vision for Academy Model <u>2017-2018</u> <input type="checkbox"/> Develop Academy culture

## INSTRUCTIONAL PRACTICES & PROFESSIONAL DEVELOPMENT

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
	<ul style="list-style-type: none"> <li>• Provide consistent and common training in the authentic learning protocol</li> <li>• Define appropriate places for authentic learning within courses and develop authentic learning projects</li> <li>• Academy Teams work together to create interdisciplinary projects when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers have engaged in planning and development of an authentic learning project and the authentic learning protocol is evident in the curriculum by Spring 2018</li> <li>• 60% of students complete at least one authentic learning project by 2019-2020</li> <li>• 80% of students will complete at least one authentic learning project by 2020-2021</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director of Teaching &amp; Learning</li> </ul>	Spring 2017	Fall 2019	<u>2016-2017</u> <input type="checkbox"/> Define and share Shakopee’s Authentic Learning Protocol <u>2017-2019</u> <input type="checkbox"/> Authentic learning training and project development <u>2018-2019</u> <input type="checkbox"/> Interdisciplinary, authentic learning training
<b>Teaching on the Block</b>	<ul style="list-style-type: none"> <li>• All teachers have engaged in planning and development of an authentic learning project and the authentic learning protocol is evident in the curriculum by Spring 2018</li> <li>• 60% of students complete at least one authentic learning project by 2019-2020</li> <li>• 80% of students will complete at least one authentic learning project by 2020-2021</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers will receive explicit training in practices such as: the workshop model, designing and planning for extended time and teaching on the block</li> <li>• All teachers will engage in PLC discussions to develop and implement best practice strategies for teaching on the block</li> <li>• All teachers will engage in practice “Block schedule” days in order implement teaching on the block practices</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director of Teaching &amp; Learning</li> </ul>	Spring 2017	Fall 2018	<u>2017-2018</u> <input type="checkbox"/> Training on differentiation and introduction to teaching on the block <input type="checkbox"/> Professional development: teaching on the block <input type="checkbox"/> Mock block schedule days
<b>Align 9-12 Curriculum to Academy Model</b>	<ul style="list-style-type: none"> <li>• Programs of Study are clearly identified, designed and refined through articulation and industry council meetings</li> <li>• All elective courses will be identified as one of the following: Program of Study Elective, Academy Elective, or Global Elective</li> </ul>	<ul style="list-style-type: none"> <li>• Student and parent surveys reflect that the pathways are clearly identified</li> <li>• All elective courses (other than global electives) are aligned with an academy</li> <li>• Team meeting minutes reflect authentic learning projects aligned</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Teaching &amp; Learning Coordinator</li> </ul>	Fall 2016	Fall 2020	<u>2016-2017</u> <input type="checkbox"/> Design, build and refine introductory courses <u>2017-2018</u> <input type="checkbox"/> Industry Council meetings <input type="checkbox"/> Design, build and refine intermediate courses

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## INSTRUCTIONAL PRACTICES & PROFESSIONAL DEVELOPMENT

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
	<ul style="list-style-type: none"> <li>Develop interdisciplinary projects or projects aligned to individual academies</li> <li>Embed 21st Century skills/6C's into curriculum</li> <li>Align curriculum and instructional goals with the Secondary Design Team recommendations and District Strategic Plan</li> <li>Registration Guide                             <ul style="list-style-type: none"> <li>Reorganization</li> <li>Process</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>to individual academies are consistently offered</li> <li>Each Program of study will consist of introductory, intermediate and advanced courses.</li> <li>By 2020, each core course will develop one unit of instruction to reflect the flavor of the academy</li> </ul>				<p><u>2018-2019</u></p> <input type="checkbox"/> Review enrollment interest for programs of study and determine adjustments
	<ul style="list-style-type: none"> <li>Align curriculum and instructional goals with the Secondary Design Team recommendations and District Strategic Plan</li> <li>Registration Guide                             <ul style="list-style-type: none"> <li>Reorganization</li> <li>Process</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Design, build and refine advanced courses</li> </ul> <p><u>2019-2020</u></p> <input type="checkbox"/> Cross-curricular adjustments for core courses to take on academy flavor				
<b>Freshman Seminar Course</b>	<ul style="list-style-type: none"> <li>Develop a rock star course through the Articulation process</li> <li>Determine structure of course - quarter, semester, or full year</li> <li>Determine implementation plan                             <ul style="list-style-type: none"> <li>Determine staffing and licensure requirements for Freshman Seminar teachers.</li> </ul> </li> <li>Consult Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>Ensure Freshman Seminar provides students with career and college exploration, 21st Century Skills, budgeting, goal setting, study skills, planning and time management, 6 C's, leadership skills</li> <li>Integrate MySaberPlan, and Career Exploration Fair preparation into 9th grade</li> <li>Develop an experience to introduce students to each Academy</li> </ul>	<ul style="list-style-type: none"> <li>Freshman Academy Principal</li> </ul>	Summer 2017	Spring 2018	<p><u>2016-2017</u></p> <input type="checkbox"/> Determine plans for accomplishing goals
						<p><u>2017-Ongoing</u></p> <input type="checkbox"/> Implement plan as designed, assess, and modify as needed
<b>Training for Specialized Positions</b> (e.g. Principals, Deans, Academy Coaches, Counselors, Equity Specialists, etc.)	<ul style="list-style-type: none"> <li>Train Leaders in specialized positions in the following areas:                             <ul style="list-style-type: none"> <li>Teaming Training</li> <li>Academy Leadership Training</li> <li>Instructional Best Practices Training</li> <li>Master Schedule</li> </ul> </li> <li>Job specific positions such as Academy Coaches, Counselors, Equity Specialists will participate specialized training</li> </ul>	<ul style="list-style-type: none"> <li>100% of leaders in specialized positions have received the identified trainings</li> <li>All counselors have completed Academy Counselor training</li> </ul>	<ul style="list-style-type: none"> <li>Director of Teaching &amp; Learning</li> </ul>	Spring 2017	Fall 2018	<p><u>2016-2017</u></p> <input type="checkbox"/> Collaborate with Ford Generation Learning to identify training needs and training options
						<input type="checkbox"/> All school administrators trained in the organization, administration, and operation of the academy structures.

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## INSTRUCTIONAL PRACTICES & PROFESSIONAL DEVELOPMENT

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
	<ul style="list-style-type: none"> <li>Counselors will be experts in their Academy</li> </ul>					<u>2017-2018</u> <input type="checkbox"/> Provide training for specialized positions
<b>Specialized Services:</b> Identify SpEd and EL structures and appropriate intervention, and G/T that work best within the Academy Model	<ul style="list-style-type: none"> <li>Promote and include accelerated options</li> <li>Embed 21st Century skills/6C's into curriculum</li> <li>Embed literacy, technology, and socio-emotional competency throughout curriculum for all students</li> <li>Provide all academy teachers with professional development in differentiated instruction, inclusion strategies and MySaberPlan.</li> <li>Perform timely academic interventions through teacher teams</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum is embedded with the 6C's across all specialized areas and administrators-instructional coaches can observe it being implemented.</li> <li>Specialized Services Staff have increased the use of general education curriculum incorporating 21<sup>st</sup> Century Skill/6C's in their daily instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Director of Special Services</li> </ul>	Fall 2016	Ongoing	<u>2016-2019</u> <input type="checkbox"/> Academy professional development offerings will incorporate training in meeting the needs of ALL students including SpEd, EL, HP, Intervention, et al. <input type="checkbox"/> Promote and include accelerated options <input type="checkbox"/> Embed literacy, technology, and socio-emotional competency throughout curriculum for all students <input type="checkbox"/> Perform timely academic interventions through teacher teams <input type="checkbox"/> Differentiate instruction through the use of formative and summative assessments in all classes <input type="checkbox"/> Provide all teachers with professional development in differentiated instruction, inclusion, and cultural competency

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## TACTICAL PLAN - SYSTEMS OF ANALYSIS & CONTINUAL IMPROVEMENT

### SYSTEMS OF ANALYSIS & CONTINUAL IMPROVEMENT

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Shared Accountability, Progress Check, Improvement Planning, &amp; Program Updates</b>	Organize an annual retreat to... <ul style="list-style-type: none"> <li>• Review the master plan progress</li> <li>• Organizational Structure / Hub Design / Staffing</li> <li>• Pathway Programming - meeting student needs?</li> <li>• Tools/technology/equipment audit...do they meet industry standards?</li> <li>• Review efficacy of MySaberPlan - components, usage and reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Master Plan Retreat held</li> <li>• Learning Tactics reviewed and modified as needed</li> <li>• Organization Flow Chart / Hub Design Completed (Is our leadership design / structure meeting our current and future needs?)</li> <li>• Pathway Programming (Are the pathways meeting our student needs?)               <ul style="list-style-type: none"> <li>○ # of students in academy and pathways, including demographics</li> <li>○ staffing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> </ul>	Spring 2017	Ongoing	<u>Summer 2016</u> <input type="checkbox"/> Organizational flow chart established  <u>Annually</u> <input type="checkbox"/> Review and modification of Organizational Flowchart, Hub Design and Pathway programming as needed
	<ul style="list-style-type: none"> <li>• Internal Data Retreat</li> </ul>	<ul style="list-style-type: none"> <li>• Data Retreat held</li> <li>• Building goals defined</li> </ul>	<ul style="list-style-type: none"> <li>• Data &amp; Testing Administrator</li> </ul>	Summer 2016	Annually in the summer	<u>Annually</u> <input type="checkbox"/> Each building uses data to create building and academy goals
	<ul style="list-style-type: none"> <li>• Establish a process for continuous monitoring through an oversight committee of the steering committee</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly meetings to review number of mentorships established, stakeholder surveys, pathway courses, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> </ul>	Fall 2017	Ongoing	<u>Fall 2017</u> <input type="checkbox"/> Quarterly meetings for review in place

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## SYSTEMS OF ANALYSIS & CONTINUAL IMPROVEMENT

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Identify Key Data for Collection, and Determine Reporting Process/ Mechanism</b>	<ul style="list-style-type: none"> <li>Determine the data that will be meaningful for HS and for our academy development – dashboard accessible to stakeholders.</li> <li>Ford NGL required data</li> <li>Partnership business hours, etc., tracking</li> <li>Industrial certification</li> <li>Transcripted and college credit</li> <li>Student day-to-day activity tracking cohort scheduling and purity</li> <li>6Cs and Experiences of a Shakopee Graduate</li> <li>Tracking level of business and community satisfaction in partnership with school</li> </ul>	<ul style="list-style-type: none"> <li>Plan team identified and decision made</li> <li>Plan team collaborates with Tracking and Communications Team</li> <li>Data needs established</li> <li>Set up processes and procedures for collecting and maintaining data through data warehouse</li> <li>Incorporate relevant school and community data into the data warehouse</li> </ul>	<ul style="list-style-type: none"> <li>Data &amp; Testing Administrator</li> </ul>	Fall 2016	Ongoing	<u>2016-2017</u> <input type="checkbox"/> Team Established, data needs established, and data collected
	<ul style="list-style-type: none"> <li>Establish system for tracking 6Cs and Experiences of a Shakopee Graduate</li> </ul>	<ul style="list-style-type: none"> <li>System for intentionally tracking how the 6Cs are embedded throughout our curriculum implemented</li> <li>MySaberPlan includes mechanism for tracking the individual student experience with the 6Cs</li> <li>System for tracking the experiences of a Shakopee graduate developed and implemented</li> </ul>	<ul style="list-style-type: none"> <li>Data &amp; Testing Administrator</li> </ul>	Fall/ Winter 2016-2017	Fall 2018	<u>2016-2017</u> <input type="checkbox"/> Develop 6Cs tracking system – for students and curriculum integration  <u>2017-2018</u> <input type="checkbox"/> Pilot 6Cs tracking system  <u>2018-2019</u> <input type="checkbox"/> Implement 6Cs tracking system  <u>2019-Ongoing</u> <input type="checkbox"/> Continuous Review and modification of 6Cs tracking system

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## SYSTEMS OF ANALYSIS & CONTINUAL IMPROVEMENT

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
	<ul style="list-style-type: none"> <li>Development of Internal and External Data Dashboards by High School and by Academies</li> <li>Create individual academy dashboards to report and monitor the success and viability of the academy</li> </ul>	<ul style="list-style-type: none"> <li>Data dashboards are accessible by all district staff members</li> </ul>	<ul style="list-style-type: none"> <li>Data &amp; Testing Administrator</li> </ul>	Fall/ Winter 2016- 2017	Fall 2018	<u>2016-2017</u> <input type="checkbox"/> Develop Data Dashboards <u>2017-2018</u> <input type="checkbox"/> Pilot data dashboards <u>2018-2019</u> <input type="checkbox"/> Implement data dashboards <u>2019-Ongoing</u> <input type="checkbox"/> Continuous Review and modification of data dashboards
	<ul style="list-style-type: none"> <li>Collect Community Investment Data (This is part of a data dashboard for internal and external review/use)</li> </ul>	<ul style="list-style-type: none"> <li>Monitor district implementation and community support</li> <li>Measure the amount of investment in SPS by different companies (hours, partners, sponsorship, monetary, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Data &amp; Testing Administrator</li> </ul>	Winter 2016	Ongoing	<u>2016-2017</u> <input type="checkbox"/> Determine categories of investment and collect current data <input type="checkbox"/> Pilot with preliminary data <u>2017-2018</u> <input type="checkbox"/> Determine tool used to display data <u>2018-2019</u> <input type="checkbox"/> Implement tool <u>2019- Ongoing</u> <input type="checkbox"/> Continuous Review and modification of tool

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## SYSTEMS OF ANALYSIS & CONTINUAL IMPROVEMENT

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
	<ul style="list-style-type: none"> <li>Develop mechanism for measuring student preparation and skills set for those involved in the community</li> </ul>	<ul style="list-style-type: none"> <li>Mechanism for measuring student preparation and skills set for those involved in the community implemented</li> <li>80% of all students have the skill sets required for successful involvement within the community</li> </ul>	<ul style="list-style-type: none"> <li>Data &amp; Testing Administrator</li> </ul>	Winter / Spring 2017	Ongoing	<u>2016-2017</u> <input type="checkbox"/> Collect data from CAPS program to begin the development of baseline data <u>2017-2019</u> <input type="checkbox"/> Review, modify, and collect CAPS data including data from internship experiences <u>Summer 2019</u> <input type="checkbox"/> Master Plan Review involving all stakeholders
	<ul style="list-style-type: none"> <li>Assess relevance of current technology, equipment, and other tools of instruction including industry relevant equipment to support academy model</li> </ul>	<ul style="list-style-type: none"> <li>80% of technology, equipment and other tools of instruction fall within the industry standard</li> </ul>	<ul style="list-style-type: none"> <li>Director of Instructional Technology</li> </ul>	Spring 2017	Ongoing as part of MP annual review	<u>Annually</u> <input type="checkbox"/> Review of current equipment status and plan to update based on input from advisory councils
<b>Develop Tracking Plan for Shakopee Graduates</b>	<ul style="list-style-type: none"> <li>Develop mechanism for tracking graduates' college and career experiences and their alignment with their academy experiences</li> </ul>	<ul style="list-style-type: none"> <li>Mechanism for tracking graduates' college and career experiences and their alignment with their academy experiences implemented</li> </ul>	<ul style="list-style-type: none"> <li>Data &amp; Testing Administrator</li> </ul>	Winter / Spring 2017	Annually	<u>2016-2018</u> <input type="checkbox"/> Develop and practice graduate tracking mechanism <u>2018-Ongoing</u> <input type="checkbox"/> Continuous Review and modification of graduate tracking mechanism
<b>Training on District Teacher Evaluation and Development System</b>	<ul style="list-style-type: none"> <li>Provide education, training, and support services to advisory committees, principals, academy leaders, faculty, and staff on the new accountability systems</li> </ul>	<ul style="list-style-type: none"> <li>Master Planning Team understands the district's accountability system</li> <li>Maintain alignment with Q-Comp and state Teacher Development and Evaluation law</li> </ul>	<ul style="list-style-type: none"> <li>Executive Director of Administrative Services</li> </ul>	Fall 2016	Annually	<u>Annually</u> <input type="checkbox"/> Review of accountability system

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## TACTICAL PLAN - POST-SECONDARY ALIGNMENT

### POST-SECONDARY ALIGNMENT

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
76 <b>Capstone Experience</b>	<ul style="list-style-type: none"> <li>Define capstone experience based on secondary design team recommendation.</li> <li>Collaborate with local business partners and academy coaches on what students should gain from the experience</li> <li>Develop plan for training and support for teachers</li> <li>Develop success indicators to include number of students completing, students' satisfaction indicator, and teacher evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Capstone defined and design requirements and timeline completed</li> <li>Success indicators clearly identified and defined.</li> <li>Business leaders will give input regarding what students should gain from the experience held</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Teaching &amp; Learning Coordinator</li> </ul>	Fall 2016	Spring 2019	<u>2017-2018</u> <input type="checkbox"/> Define capstone experience <u>2018 - 2019</u> <input type="checkbox"/> Create capstone implementation plan <input type="checkbox"/> Teacher training <input type="checkbox"/> Meet with business leaders to determine skills and types of experiences included in capstone courses
	<ul style="list-style-type: none"> <li>Determine various options for what this could be for ALL students: 4 year, 2 year, technical, military, online.</li> </ul>	<ul style="list-style-type: none"> <li>All freshman will visit a post-secondary campus in state and virtual tours of their choice</li> </ul>	<ul style="list-style-type: none"> <li>Executive Principal</li> </ul>	Fall 2017	Spring 2018	<u>2017-2018</u> <input type="checkbox"/> Develop plan for accomplishing goal <u>2018-2019</u> <input type="checkbox"/> Implement plan and modify as needed
<b>Post-Secondary Visit</b>	<ul style="list-style-type: none"> <li>Develop plan for: building college and business partnerships, skills sets needed for students, curriculum to teach those skills and timeline for implementation to ensure post-secondary options for students in center-based programming</li> </ul>	<ul style="list-style-type: none"> <li>Special education department has established plan and timelines set for implementation</li> </ul>		Fall 2016	Spring 2018	<u>2017-2018</u> <input type="checkbox"/> Develop plan for accomplishing goal <u>2018-2019</u> <input type="checkbox"/> Implement plan and modify as needed

## POST-SECONDARY ALIGNMENT

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
	<ul style="list-style-type: none"> <li>Pull data on how many freshman and what classes are currently visiting college campuses and create a plan to ensure and coordinate so ALL students have the opportunity</li> </ul>			Spring 2018	Fall 2019	<u>2018-2019</u> <input type="checkbox"/> Use data to modify plans as needed
<b>Profile of a Shakopee Graduate</b>	<ul style="list-style-type: none"> <li>Characteristics of a Shakopee Graduate               <ul style="list-style-type: none"> <li>Define expected characteristics of a Shakopee graduate</li> <li>Craft a profile brand identity to be shared with the public</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Communication plan developed</li> <li>Profile brand identity shared with the public</li> </ul>	<ul style="list-style-type: none"> <li>Executive Director of Teaching &amp; Learning</li> </ul>	Fall 2016	Spring 2019	<u>2016-2017</u> <input type="checkbox"/> Characteristics of a Shakopee Graduate and graduation requirements defined <input type="checkbox"/> Communication plan developed for sharing with public <u>2017-2018</u> <input type="checkbox"/> Alignment in articulation teams to profile <u>2018-2019</u> <input type="checkbox"/> Implementation Plan for Graduation requirements and success criteria plan
<b>Shakopee Graduation Requirements</b>	<ul style="list-style-type: none"> <li>Identify graduation requirements for new schedule</li> <li>Plan for implementation of new graduation requirements (phase in / phase out)</li> <li>Identify success criteria (percentage of on-time graduation, students meeting characteristics of the profile, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Graduation requirements are defined for master schedule</li> <li>Implementation Plan for Graduation requirements completed</li> <li>Tracked and assessed through Naviance.</li> </ul>	<ul style="list-style-type: none"> <li>Executive Director of Teaching &amp; Learning</li> </ul>	Summer 2016	Fall 2017	<u>2016-2017</u> <input type="checkbox"/> Shakopee Graduation Requirements approved by School Board

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## POST-SECONDARY ALIGNMENT

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>MySaberPlan</b>	<ul style="list-style-type: none"> <li>Determine components, make platform decision(s), and develop roll-out plan for MySaberPlan (MSP)</li> <li>Finalize the delivery system for MSP - including both the technical platform and “human” resources required to implement.</li> <li>Develop plan for MSP implementation and provide training for teachers, counselors, students, parents and admin</li> <li>Implement MSP</li> </ul>	<ul style="list-style-type: none"> <li>MSP includes artifacts of student performance via portfolio</li> <li>Evaluation plan to monitor quality of MySaberPlan implementation</li> <li>Measures of success include percentage of students use, parent connection, ability to guide teachers, students, and families, and usefulness in student direction and choice.</li> <li>Professional Development created and provided for all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Data &amp; Testing Administrator</li> </ul>	Fall 2016	Spring 2020	<p><u>2016-2018</u></p> <input type="checkbox"/> Design, develop and create implementation plan for MSP <input type="checkbox"/> Develop and begin transition plan for students determining academy <input type="checkbox"/> Implement MSP items related to academy selection <input type="checkbox"/> Partial Implementation of MSP for grades 6-12
<b>College and Career Readiness/ Career Exploration Opportunities</b>	<ul style="list-style-type: none"> <li>Create the curriculum/structure for college and career readiness, and develop an implementation plan.</li> <li>Design schedule of best places within 9-12 for post-secondary institution visits related to academies.</li> <li>Specialized Counselor professional development to increase expertise in post-secondary learning opportunities (specifically for each academy)</li> </ul>	<ul style="list-style-type: none"> <li>Delivery system finalized (note: this will be an ongoing process, and never fully finalized)</li> <li>College and career readiness curriculum/structure created and implementation plan developed</li> <li>Done via audit of current curricular programming and new requirements based on “holes” and additional new/topics.</li> <li>Institutional visits schedule developed</li> </ul>	<ul style="list-style-type: none"> <li>Executive Director of Teaching &amp; Learning</li> </ul>	Fall 2016	Spring 2020	<p><u>2016-2017</u></p> <input type="checkbox"/> Create the curriculum/structure for college and career readiness
						<p><u>2017-2018</u></p> <input type="checkbox"/> College and career institutional visits schedule developed <input type="checkbox"/> Counselor training

## POST-SECONDARY ALIGNMENT

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Post-secondary learning opportunities for credit or certification</b>	<ul style="list-style-type: none"> <li>Determine learning opportunities for students to obtain credit (2-yr, 4-yr, CTE, etc.)</li> <li>Develop relationships with multiple institutions to increase opportunities for postsecondary credit (concurrent, articulated, certification, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Success measured by percentage of students earning credit or certification, accessibility to disadvantaged students, usefulness in students' future direction, etc.</li> <li>Every Academy will provide access to an industry certification for all qualified students without regard to ability to pay</li> <li>Every Academy will provide access to relevant college credit options through AP, concurrent enrollment or articulated credit.</li> <li>Equal access to postsecondary credit and industry certification will represent SHS students in an equitable way</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Teaching &amp; Learning Supervisor</li> </ul>	Fall 2016	Spring 2018	<p><u>2016-2018</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop relationships with institutions to increase opportunities for postsecondary credit</li> <li><input type="checkbox"/> Determine which learning opportunities students will obtain credit</li> </ul> <p><u>2018-2019</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure professional certificates are accessible to all qualified students within each career pathway</li> </ul>

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## TACTICAL PLAN - ORGANIZATIONAL STRUCTURES & TRANSITIONS

### ORGANIZATIONAL STRUCTURES & TRANSITIONS

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Create Master Schedule</b>	<ul style="list-style-type: none"> <li>• Master Scheduler is well versed in cohort scheduling and scheduling best practices</li> <li>• Sample Master Schedules are produced to ensure quality</li> <li>• Determine target level of academy purity for both students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor teacher common planning time with PLC and academy team</li> <li>• Monitor student and teacher academy purity level targets</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Principal</li> </ul>	Fall 2016	Spring 2018	<u>2016-2017</u> <input type="checkbox"/> Master Schedule Training <input type="checkbox"/> Create sample schedule to identify challenges and obstacles <u>2017-2018</u> <input type="checkbox"/> Run master schedule for next year, iterate as needed to identify best possible purity <input type="checkbox"/> Ensure the master schedule maximizes student and teacher purity at the academy level <input type="checkbox"/> Practice block schedule (full days for students and teachers running the block schedule) <u>2018-2019</u> <input type="checkbox"/> Master schedule implemented; Gather data and evaluate

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## ORGANIZATIONAL STRUCTURES & TRANSITIONS

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Structure and Identity of Academy Model</b>	<ul style="list-style-type: none"> <li>• Develop plan of identity and outreach for each academy                             <ul style="list-style-type: none"> <li>○ Special events</li> <li>○ Showcases</li> <li>○ Parent nights</li> <li>○ Welcome nights</li> <li>○ T-shirts</li> </ul> </li> <li>• Academy teams will work to create a culture with the feel of a small learning community</li> <li>• Determine building procedure for entrance and exit criteria for academies</li> <li>• Other building procedures updated to reflect the new academy structure</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and students' needs are addressed</li> <li>• Policies and Procedures reflect the new academy structure</li> <li>• Teacher needs addressed on an individual basis</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Principal</li> </ul>	Fall 2017	Spring 2018	<u>Spring 2017</u> <input type="checkbox"/> Tentative teacher placement in each academy <u>2017-2018</u> <input type="checkbox"/> Academy teams will begin to meet to create identity/culture and special events for each academy <input type="checkbox"/> Administration will create and revise building procedures to align with academy model <u>2018-2019</u> <input type="checkbox"/> Implementation of academy model
<b>Develop Structures of Collaboration (Content PLCs and Academy Teams)</b>	<ul style="list-style-type: none"> <li>• Teachers engage students in learning that is connected to the academy focus and their own lives</li> <li>• Teacher teams use data driven dialogue to address issues that impact instruction</li> <li>• Provide advanced teaming training teams within each academy</li> <li>• Provide advanced training for team leaders and Academy Coaches</li> <li>• Differentiate between academy teams and content area PLC's roles, norms, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers with an academy team and content PLC</li> <li>• Each team has an identified and trained team leader who leads the meetings</li> <li>• All Academies have clear identity, vision, mission, norms, protocols, procedures</li> <li>• All teams consistently use data to inform decision-making</li> <li>• All teachers participate in Teaming Training 2.0</li> <li>• Common team time to: develop multidisciplinary integrated curriculum, share student data, and identify appropriate interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Principal</li> </ul>	Spring 2017	Fall 2019	<u>2017-2018</u> <input type="checkbox"/> Team Leader Training <input type="checkbox"/> Master Schedule developed <input type="checkbox"/> Academy Identity, norms and protocols determined <input type="checkbox"/> Teaming Training 2.0 <input type="checkbox"/> Team Leader Training 2.0 <u>2018-2019</u> <input type="checkbox"/> Teachers participate in both academy and content teams

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## ORGANIZATIONAL STRUCTURES & TRANSITIONS

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Teacher Team Leaders facilitate Team Meetings</b>	<ul style="list-style-type: none"> <li>• Lead teams by developing agendas for weekly meetings that support student achievement, parental involvement, and shared professional development</li> <li>• Facilitate the development and submission of enrichment activities and community investment data collection.</li> <li>• Lead academy teams in the use of a pyramid of interventions for students requiring support</li> <li>• Facilitate the professional development of the academy team</li> <li>• Compensate teacher team leaders with a salary supplement for their academy leadership and additional responsibilities</li> <li>• Collaborate with exceptional education, ELL and instructional coach staff as needed to support student success</li> </ul>	<ul style="list-style-type: none"> <li>• Agendas and notes from weekly meetings turned in to administration</li> <li>• Teams develop goals and processes that are clearly defined and accountable</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Principal</li> </ul>	Fall 2017	Ongoing	<p><u>2017-2018</u></p> <p><input type="checkbox"/> Choose and develop team leaders</p> <p><u>2018- 2019</u></p> <p><input type="checkbox"/> Lead teams by developing agendas for weekly meetings that support student achievement, parental involvement and shared professional development</p>

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## ORGANIZATIONAL STRUCTURES & TRANSITIONS

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Staffing Structures to Support the Academy Model</b>	<ul style="list-style-type: none"> <li>• Hire and support high quality staff that ensure success of the academy model</li> <li>• Supports an appropriate staffing formula that ensures adequate staffing for the SLC model</li> <li>• Roles of each job specific positions are defined – academy counselor, academy coach, academy principal, equity specialist, dean, etc.</li> <li>• Identify, articulate, and communicate the process and timeline of hiring and assigning staff for all academies</li> <li>• Identify and implement the transitional needs for all upper level grades</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring procedures are clearly defined</li> <li>• Hiring process is established with clear timelines and meeting the staffing needs of each hub and academy</li> <li>• Each job specific position has a clear and comprehensive job description</li> <li>• Teacher placement will take under consideration compatibility, level of experience, alignment with interests, licensure, etc.</li> <li>• Student leadership through voice and choice will determine the individualized plan for all upper level grade transitions</li> <li>• Student ambassadors will serve on each academy’s planning team to ensure a seamless transition for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Executive Director of Administrative Services</li> <li>• Executive Principal</li> </ul>	Fall 2017	Spring 2018	<p><u>Spring 2017</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tentative teacher placement by academy</li> <li><input type="checkbox"/> Academy leadership and support positions (such as academy counselor, academy coach, academy principal, equity specialist, dean, etc.) are identified</li> </ul> <p><u>2017- 2018</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Any additional staff needed are hired</li> <li><input type="checkbox"/> Confirm tentative teacher placement in Spring after registration is completed</li> </ul> <p><u>Fall 2018</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All necessary staff are placed/hired to implement academy model</li> </ul>

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## TACTICAL PLAN - BUSINESS & COMMUNITY SUPPORT STRUCTURES

BUSINESS & COMMUNITY SUPPORT STRUCTURES						
Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Convening Organization</b>	<ul style="list-style-type: none"> <li>• Create a Convening Organization (Academies of Shakopee Ford Next Generation Steering Committee) which represents the diversity of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders from the Chamber of Commerce in their respective organizations will be selected to guide the academy initiative.</li> <li>• Committee will meet as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> </ul>	Fall 2016	Fall 2016	<u>August 2016</u> <input type="checkbox"/> Convening organization will be established
	<ul style="list-style-type: none"> <li>• Recruit Academy partners to support student success by working together for at least one school year, working toward a long -term relationship               <ul style="list-style-type: none"> <li>○ Develop a coordinated Partnership Plan</li> <li>○ The academy calendar of events reflects business engagement</li> <li>○ Identify and recruit sector partners</li> <li>○ Ensure adequate and equitable support for all academies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 100% of Academies will have at least 2 business partners by 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> </ul>	Fall 2016	Fall 2018	<u>2016-2017</u> <input type="checkbox"/> Business partners will commit to support at least one school year Business Partners and Academy Coach will meet quarterly <u>Fall 2017</u> <input type="checkbox"/> 100% of Academies will have at least 2 business partners <input type="checkbox"/> One Anchor per academy with other small business to support
	<ul style="list-style-type: none"> <li>• Develop communication for recruitment and vetting of partners that may serve on the convening organization as well as provide mentorships</li> </ul>	<ul style="list-style-type: none"> <li>• Procedure established that lays out the process in which the convening organization selects business partners</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent</li> </ul>	Fall 2016	Spring 2017	<u>Spring 2017</u> <input type="checkbox"/> Business Partnerships coming to fruition naming of the first key partners

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## BUSINESS & COMMUNITY SUPPORT STRUCTURES

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
	<ul style="list-style-type: none"> <li>Develop a process in which the convening organization recruits businesses to provide mentorships, externships, internships and other in-kind contributions.</li> </ul>	<ul style="list-style-type: none"> <li>Procedure established that lays out the process in which the convening organization selects business partners</li> <li>Recruitment, Selection and vetting process and procedures will clearly be outlined and accessible by December 2016</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> </ul>	Fall 2017	Fall 2018	<u>Fall 2018</u> <input type="checkbox"/> Mentorship opportunities identified for each academy
<b>Experiential Learning</b> (e.g. externships, apprenticeships, job shadows, round tables, etc.)	<ul style="list-style-type: none"> <li>All Academies/educators have identified experiential learning needs based on curriculum and academy pathways</li> <li>Articulation teams begin work with industry councils to determine experiential learning needs</li> <li>Integrate community speakers, field trips, job shadowing experiences, mentorships, and community service opportunities into classroom when appropriate</li> <li>Academy coaches facilitate the relationship between business and educators and establish connections between partners</li> <li>Experiential learning will vary according to faculty needs</li> <li>Appropriately train staff to work in conjunction with business partners as needed</li> </ul>	<ul style="list-style-type: none"> <li>90% of teachers participate in business roundtables (for all pathways within academy)</li> <li>Guidelines for working with business and community partners, (i.e. parameters, teacher role, ethical considerations) have been determined and communicated.</li> <li>Minimum 30% of teachers annually participate in externships (individual or team)</li> <li>Within five years, 100% teachers have completed at least one job shadow</li> <li>Using a formal structure for business partner relationships, bring on 50% or greater staff into discussion with industry partners by 2018, and 80% or greater by 2019</li> </ul>	<ul style="list-style-type: none"> <li>Executive Principal</li> </ul>	Fall 2016	Fall 2020	<u>2016-2017</u> <input type="checkbox"/> Develop academy coach position <input type="checkbox"/> Develop guidelines for working with business and community partners <input type="checkbox"/> Business partners visible at district events <input type="checkbox"/> Business round tables <u>2017-2018</u> <input type="checkbox"/> Identify and provide training for experiential learning for early adopters <input type="checkbox"/> Continued industry round tables <input type="checkbox"/> Begin externships as identified <u>2018-2019</u> <input type="checkbox"/> Integrate job shadowing experiences and mentorship opportunities <u>2019-2020</u> <input type="checkbox"/> Ongoing industry council meetings

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## BUSINESS & COMMUNITY SUPPORT STRUCTURES

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Community Coordinator &amp; Academy Coaches</b>	<ul style="list-style-type: none"> <li>Coordinate the school's interaction between academy partners and their academies</li> <li>Coordinate the modification and enrichment of academy curriculum to fully implement academy themes in coordination with business/post-secondary partners and instructional coaches</li> <li>Collect and report data on community and business involvement in their academies</li> <li>Monitor teacher team development of enrichment and community investment activities</li> <li>Coordinate work-based learning experiences for students and teachers</li> <li>Market academy programs to feeder middle schools</li> <li>Employ Academy Coaches on a 12-month basis</li> </ul>	<ul style="list-style-type: none"> <li>Academy coaches represent their academies at 75% of Partnership Council meetings and report on academy progress and needs.</li> <li>All Academies provide the opportunity to participate in post-secondary credit and professional certifications.</li> <li>Academy community investment report reflects curriculum enrichment as a result of community involvement.</li> <li>Academy Budget, Calendar, and Action Plan are based on data analysis, and incorporate business and community partnerships into Program of Study for each academy.</li> <li>Annual collective bargaining agreement reflects employment on a 12-month basis</li> <li>Teacher team minutes reflect weekly meetings</li> </ul>	<ul style="list-style-type: none"> <li>Executive Principal</li> </ul>	Spring 2017	Spring 2018	<p><u>2016-17</u>  <input type="checkbox"/> Coordinate enrichment of curriculum.</p> <p><u>2017-2018</u>  <input type="checkbox"/> Coordinate partners with academies.  <input type="checkbox"/> Community Coordinator hired and working with Chamber coordinator to set process and procedures.  <input type="checkbox"/> Hiring and training of Academy Coaches.</p> <p><u>2018-2019</u>  <input type="checkbox"/> Ensure that each teacher team within the academy meets weekly during common planning time</p>
<b>Academy Industry Councils</b>	<ul style="list-style-type: none"> <li>Establish an Advisory Board (Academy Industry Council) to...                             <ul style="list-style-type: none"> <li>Offer programmatic and curricular advice in alignment with high skill, high wage careers</li> <li>Develop Partnership Plans that support rigor, relevance relationships and readiness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Board is in place and confirms and communicates meeting dates and times</li> <li>Advisory Board (Academy Industry Council) meetings are chaired by a business partner with agendas created by Academy lead, academy coach and business partner. Academy lead or academy coach is co-coach.</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> </ul>	Fall 2016	Fall 2018	<p><u>2016-2017</u>  <input type="checkbox"/> Advisory Board (Academy Industry Councils) in place and functioning</p>

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## BUSINESS & COMMUNITY SUPPORT STRUCTURES

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
	<ul style="list-style-type: none"> <li>Identify the features, components, and operations of the Advisory Board (Academy Industry Council)</li> <li>Rubric created to assess the fidelity of the implementation of the Advisory Board (Academy Industry Council) design</li> <li>Advocates for the success of the academy</li> <li>Promote the academies in the community</li> <li>Recommend the creation, sun-setting, and location of Academies and pathways to the district</li> <li>Don't forget to align to Middle Schools</li> </ul>	<ul style="list-style-type: none"> <li>Guidebook developed that frames the work of the advisory board</li> <li>Monitor the successful implementation and ongoing fidelity of industry related academies on a quarterly basis</li> </ul>		Fall 2017	Fall 2018	<u>2017-2018</u> <input type="checkbox"/> Guidebook that frames the work of the Industry Council developed <input type="checkbox"/> Rubric to assess the fidelity of the implementation of the Industry Council design created <u>2018-2019</u> <input type="checkbox"/> Implementation and ongoing fidelity of industry related academies monitored on a quarterly basis
	<ul style="list-style-type: none"> <li>Customize the Advisory Boards (Academy Industry Councils) to reflect the circumstances of the Academies of Shakopee</li> </ul>	<ul style="list-style-type: none"> <li>Specific characteristics and traits developed that reflect the mission of the academy</li> <li>Each academy will have at least one business partner from their respective academy on the Advisory Board (Academy Industry Council)</li> </ul>		Fall 2017	Fall 2018	<u>2017-2018</u> <input type="checkbox"/> Each academy will have at least one business partner from their respective academy on the Academy Industry Council <input type="checkbox"/> Specific characteristics and traits that reflect the mission of the academy developed.

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## BUSINESS & COMMUNITY SUPPORT STRUCTURES

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Mentoring Program</b>	<ul style="list-style-type: none"> <li>Develop a framework for all mentoring activities, including teacher, mentor, and student expectations, guidelines and resource materials</li> <li>Experiential learning 1 day/quarter</li> <li>Business roundtables of business partners and teachers then roundtables with students</li> <li>Create job description and hire Community Coordinator through the Shakopee Chamber of Commerce</li> </ul>	<ul style="list-style-type: none"> <li>Framework will be established and communicated by 2018</li> <li>80% of students will have workplace learning opportunities, including internships, apprenticeships, and student-led entrepreneurial ventures with adults as mentors and coaches</li> <li>Community Coordinator will arrange all experiences and establish points of contact with business partners</li> </ul>	<ul style="list-style-type: none"> <li>Executive Principal</li> </ul>	Spring 2017	Fall 2018	<u>Spring 2018</u> <input type="checkbox"/> Freshman - career fair established <input type="checkbox"/> Sophomore - industry tour and post-secondary visit established <u>Spring 2019</u> <input type="checkbox"/> Junior - job shadowing (1 day) established - academy coach arranges this <u>Spring 2020</u> <input type="checkbox"/> Senior - internship/capstone implemented
	<ul style="list-style-type: none"> <li>Develop a database of approved and screened mentors and mentoring opportunities, organized by industry</li> <li>Ensure use of the Lobby Guard background system by all mentors</li> </ul>	<ul style="list-style-type: none"> <li>Database developed to match mentor opportunities to the number of students and specific Academy needs.</li> </ul>	<ul style="list-style-type: none"> <li>Executive Principal</li> </ul>	Fall 2017	Fall 2019	<u>Fall 2019</u> <input type="checkbox"/> Database established
	<ul style="list-style-type: none"> <li>Provide education, training, and support to faculty and mentors on implementing, assessing, and refining mentoring programs and activities</li> </ul>	<ul style="list-style-type: none"> <li>Mentorship PD provided at the beginning of each mentorship for new mentors by the Academy Coach.</li> <li>Continued monitoring and check-ins will be done on a monthly basis between mentors and the Academy Coach</li> </ul>	<ul style="list-style-type: none"> <li>Executive Principal</li> </ul>	Spring 2017	Fall 2018	<u>Fall 2018</u> <input type="checkbox"/> Mentorship program implemented and running
	<ul style="list-style-type: none"> <li>Develop school-based mentoring activities</li> </ul>	<ul style="list-style-type: none"> <li>Log kept of activities, students attending and intended learning outcomes on a yearly basis</li> </ul>	<ul style="list-style-type: none"> <li>Executive Principal</li> </ul>	Spring 2017	Fall 2018	<u>Fall 2018</u> <input type="checkbox"/> Mentorship program implemented and running

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## BUSINESS & COMMUNITY SUPPORT STRUCTURES

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
	<ul style="list-style-type: none"> <li>Develop a system for assessing the quality of the mentoring program and activities</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/Student/Community Business Feedback Survey will be given yearly</li> <li>Student satisfaction with mentoring experience</li> <li>Mentor satisfaction with mentoring experience</li> </ul>	<ul style="list-style-type: none"> <li>Executive Principal</li> </ul>	Fall 2018	Spring 2019	<u>Fall 2019</u> <input type="checkbox"/> Feedback and evaluation tool implemented
<b>Secure Business Partnerships</b>	<ul style="list-style-type: none"> <li>Negotiate a branded business partner including naming rights</li> <li>Build small business partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Clearly laid out plan and expectations for the involvement of that partnership within the academy and its classes</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> </ul>	August 2016	Spring 2017	<u>2016-2017</u> <input type="checkbox"/> Determine plans for accomplishing goals <u>2018-Ongoing</u> <input type="checkbox"/> Implement plan as designed, assess, and modify as needed
<b>Local Business Outreach / Industry council for each academy</b>	<ul style="list-style-type: none"> <li>Identify the structure, role, membership, and maintenance of industry council for each academy (academy coach as facilitator)</li> <li>T&amp;L holds meeting for articulation with industry partners for feedback and review</li> <li>Develop plan of externships for teachers to get real experiences in the field</li> <li>Implement plan of externships</li> </ul>	<ul style="list-style-type: none"> <li>Industry Councils' structure, role, membership, and maintenance plans identified for each academy</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> </ul>	Fall 2016	Fall 2019	<u>2016-2017</u> <input type="checkbox"/> Identify the structure, role, membership, and maintenance of industry council for each academy <input type="checkbox"/> Develop plan of externships for teachers to get real experiences in the field <input type="checkbox"/> T&L holds meeting for articulation with industry partners for feedback and review <u>2017-2018</u> <input type="checkbox"/> Implement plan for externships

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## TACTICAL PLAN - COMMUNICATIONS

COMMUNICATIONS						
Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Branding: Creating an Identity</b>	<ul style="list-style-type: none"> <li>Branding Team: Create brand promise, tagline, and social media hashtags               <ul style="list-style-type: none"> <li>Brand Promise: The Academies of Shakopee are small learning communities where each and every student builds connections, explores interests and gains real-world experiences.</li> <li>Tagline/Social Media: My Place. My Path. My Future.</li> </ul> </li> <li>Creation of section of Shakopee Public Schools Brand Guide strictly for Academies of Shakopee</li> </ul>	<ul style="list-style-type: none"> <li>Creation and approval of Academy logos and overall Academies of Shakopee logo</li> <li>Creation and approval of brand promise and key messages</li> </ul>	<ul style="list-style-type: none"> <li>Communications Supervisor</li> </ul>	2016	On-going	<u>2016-2017</u> <input type="checkbox"/> Begin to pump out Academies of Shakopee logos and create brand guide for academies logos <input type="checkbox"/> Create brand promise, tag line, social media hashtags <input type="checkbox"/> School Board accepts Master Plan <u>2017-2018</u> <input type="checkbox"/> Begin to use branded materials (shirts, buttons, hats: TBD)
<b>My Saber Plan Branding</b>	<ul style="list-style-type: none"> <li>Create branding/ communication plan for the MySaberPlan</li> </ul>	<ul style="list-style-type: none"> <li>Communication/branding plan created</li> </ul>	<ul style="list-style-type: none"> <li>Communications Supervisor</li> </ul>	Spring 2017	Fall 2018	<u>2016-2017</u> <input type="checkbox"/> Communication/branding plan created

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## COMMUNICATIONS

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Communications Plan</b>	<ul style="list-style-type: none"> <li>Continue to update website   30 seconds, 3 minutes, 30 minutes</li> <li>Continue to update a one-pager &amp; FAQ</li> <li>Create front-line tool kits to include the following: master plan summary, logos for all academies, sample schedules, other information determined by tactical team (Front line staff: clerical, food service, custodians, para's, admin and teachers)</li> <li>Ideas: bookmarks and lanyards</li> <li>Front line staff learn sessions (provide information at departmental meetings)</li> <li>Promo videos: Student stories: [Mock documentary based on reality – with current junior and seniors to create story//understanding of academies, use “younger students” in Shakopee to connect with younger families in Shakopee. What do you want to be when you are older? Explain how their passions and interests will connect to the academies]</li> </ul>	<ul style="list-style-type: none"> <li>Develop a global icon for ease in navigation</li> <li>Creation of a Video   use students to talk about the experience (current students in “academy type” classes, CAPS students, alumni)</li> </ul>	<ul style="list-style-type: none"> <li>Communications Supervisor</li> </ul>	2016	On-going	<p><u>Ongoing</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Update website and one-pager, FAQ</li> <li><input type="checkbox"/> Promo videos</li> </ul> <p><u>2016-2017</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Front line tool kits, update as needed</li> <li><input type="checkbox"/> Learn sessions Example: departmental meetings [update, as needed]</li> </ul> <p><u>2018-2019</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tell personal student stories based on experiences and successes in Academies of Shakopee</li> </ul>

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## COMMUNICATIONS

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Parent/ Student/ Community Outreach/ Information Sessions</b>	<ul style="list-style-type: none"> <li>Engage parents, students, secondary staff and elementary staff: Increase parent and student engagement through a variety of community nights, events, information sessions and communication channels</li> <li>Engage community through a variety of communication channels including delivering informational documents to residents with the help of daycare providers, community center, government buildings, Shakopee Chamber of Commerce, City Hall, Shakopee Police Department and Shakopee Fire Department</li> <li>Academies of Shakopee &amp; Ford NGL Designation and Celebration of Academies of Shakopee business partners</li> <li>Academies of Shakopee open house celebration: 1st year and 3rd year</li> <li>Year 1: Showcase new space to community</li> <li>Year 3: Celebrate successes</li> <li>Transfer students: Reach out to students who have left district and market Academies of Shakopee, along with other district highlights *Create events we know people will attend [sporting events, sporting celebrations, student carnivals, track and field days, conferences, and community center]</li> </ul>	<ul style="list-style-type: none"> <li>2016-2017   50% engagement of 11, 10, 9, 8 and 7th graders (parents/guardians and students)</li> <li>2017-2018   Same - 50% engagement</li> <li>Administer parent/guardian survey to measure the engagement with academies</li> <li>Outreach Opportunities:                             <ul style="list-style-type: none"> <li>Special Ed Advisory Council</li> <li>Curriculum Advisory Council</li> <li>EWE Parents</li> <li>SHS Parents</li> <li>Hispanic, Somali, Russian night</li> <li>SCALE meetings</li> <li>SACS information night</li> <li>PTO's at elementary schools</li> <li>Realtor &amp; faith-based information sessions (coffee talk sessions)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Communications Supervisor</li> </ul>	2016	Ongoing	<u>2016-17-Ongoing</u> <input type="checkbox"/> Saber Showcase informational booth <input type="checkbox"/> Information sessions and booths at community, school-organized events <u>2017-2018</u> <input type="checkbox"/> Academies of Shakopee & Ford NGL Designation and Celebration of Academies of Shakopee partnership <u>2018-2019 &amp; beyond</u> <input type="checkbox"/> Parent Academy Expo (beginning of the year) <u>2018-2020</u> <input type="checkbox"/> Reach out to transfer students/families <u>2019-2020</u> <input type="checkbox"/> Academy showcase with business champions to educate and communicate

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## COMMUNICATIONS

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
<b>Student Ambassador Program</b>	<ul style="list-style-type: none"> <li>After student ambassadors are selected by administrators, the communications tactical team will train students on how to effectively communicate key messages to include: benefits, functions, goals, program information in a clear and concise way</li> <li>The ambassadors will conduct student lead tours, present to the school board and serve on the steering committee</li> <li>Ambassadors are the voice of the academies. They will represent student voice and choice</li> </ul>	<ul style="list-style-type: none"> <li>Create an application process for student leaders</li> </ul>	<ul style="list-style-type: none"> <li>Executive Principal</li> </ul>	2017	Ongoing	<u>June 2017</u> <input type="checkbox"/> Select student ambassadors <u>July/August 2017</u> <input type="checkbox"/> Train student ambassadors <u>2017-2018</u> <input type="checkbox"/> Design Ambassador attire <input type="checkbox"/> Ambassador workshop for students <u>2018-Ongoing</u> <input type="checkbox"/> Student-led school tours
<b>News Coverage</b>	<ul style="list-style-type: none"> <li>City of Shakopee [Shakopee Gov't TV]</li> <li>Actively seek out news coverage from television stations</li> <li>Ongoing coverage in Shakopee Valley News</li> <li>Ongoing coverage in the Star Tribune</li> </ul>		<ul style="list-style-type: none"> <li>Communications Supervisor</li> </ul>	2016	Ongoing	<u>2017-2018</u> <input type="checkbox"/> Tell student stories, Academies of Shakopee, Business Champions <u>2018-2019</u> <input type="checkbox"/> Tell student stories, showcase Business Champions <u>2019-Ongoing</u> <input type="checkbox"/> Showcase student and business success stories

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## **DESCRIPTION & OBJECTIVES of the IMPLEMENTATION TEAM**

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### **OBJECTIVE**

The implementation team will be responsible for the fidelity of the work detailed in this master plan through leadership, direction, drive and oversight in its implementation to transform the secondary experience for students of the Shakopee Public Schools.

### **DESCRIPTION**

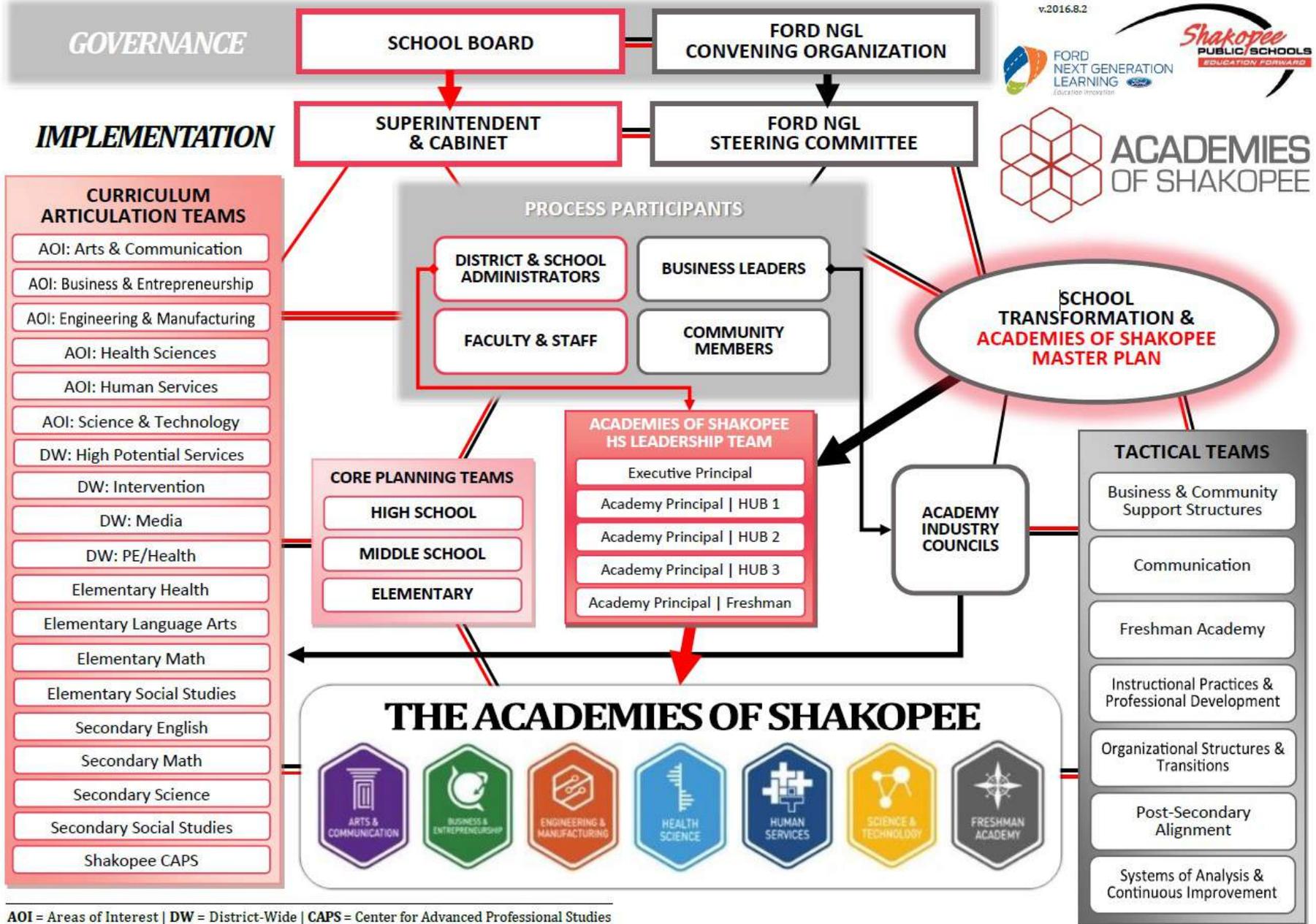
As Shakopee Public Schools embarked on the process of transforming the education it offers its students, many community stakeholders came forward, passionate about Shakopee and the importance of education to sustain a viable and vibrant community.

As Shakopee Public Schools began exploring what becoming a Ford NGL community member might mean, the District sought out multiple stakeholders throughout the city of Shakopee to be involved and committed to seeing this transformation successfully designed, developed, and implemented.

Many of these people and organizations have continued to actively participate throughout the subsequent visioning and master plan development phases, and are committed to supporting the implementation of this work. They are among the members of the implementation team that are embedded in the work of the master plan. Further, as is defined in the Tactical Plans that make up a sizeable portion of this master plan, the sub teams and project teams are staffed with many of these stakeholders and their network of colleagues, families, and support groups.

Key guiding leadership is provided through the implementation team as defined on the next page:

# ACADEMIES of SHAKOPEE MASTER PLAN IMPLEMENTATION OVERVIEW



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# APPENDIX A: ACADEMIES & PROGRAMS OF STUDY

## Find Your Passion at Shakopee Schools “Academies of Shakopee”



### To Shakopee Students and Families:

Our mission is to prepare all students to be college and career ready. A critical aspect of this mission is providing an opportunity for you to explore and find your interest and passion areas. Shakopee High School has begun a multi-year implementation plan to organize elective courses into six areas of interest; Arts & Communications, Business & Entrepreneurship, Engineering & Manufacturing, Health Science, Human Services, Science and Technology which will become the Academies of Shakopee in the Fall of 2018. Academies are small learning communities of students and teachers who are organized around your specific area of interest. You will find yourself with other students who have similar aspirations and with teachers who can help you make meaningful connections to your plans for the future.

The registration guide has been redesigned to give you a **glimpse into the future**. Each future academy (area of interest) has a separate section with a divider which contains our new logos, brand and a curriculum framework which outlines programs of study with current and potential future courses. A **program of study is a three course sequence of an introductory, intermediate and advanced course to help you go deeper into a particular area**. The class of 2021 and beyond will be required to complete a program of study for graduation. **This graduation requirement is only three credits and will ensure you explore one area more deeply while still maintaining a wide variety of choices in other areas**. Please note the curriculum framework for each academy will continue to evolve over the next few years, including the addition of new courses and elimination of courses as well. The diagram on the next page is intended to help you understand the framework.

Are you interested in learning more about areas such as publishing, arts, business, healthcare, public service, science, technology, and engineering? The next pages in the guide outline the variety of courses you can select from. This should continue your journey towards discovering the types of courses or programs you might want to pursue in the post-secondary school of your choice and how they relate to future career paths.

We hope you find the course titles and descriptions exciting and intriguing – the courses were designed to help you ***FIND YOUR PASSION!***

**Nancy Thul**  
Director of Teaching and Learning  
Shakopee Public Schools

### Overview of the Academies of Shakopee

<p><b>Arts &amp; Communication</b></p> <ul style="list-style-type: none"> <li>• Performance Production and Management</li> <li>• Media Production and Recording</li> <li>• Publishing and Online Media</li> <li>• Creative Design</li> </ul>	<p><b>Business &amp; Entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• Accounting and Finance</li> <li>• Entrepreneurship and Business Management</li> <li>• Hospitality and Restaurant Management</li> <li>• Marketing and Sales</li> </ul>	<p><b>Engineering &amp; Manufacturing</b></p> <ul style="list-style-type: none"> <li>• Architecture and Construction</li> <li>• Manufacturing and Fabrication Technologies</li> <li>• Engineering and Design</li> <li>• Transportation Technologies</li> </ul>
<p><b>Health Sciences</b></p> <ul style="list-style-type: none"> <li>• Biomedical</li> <li>• Public Health</li> <li>• Exercise Science</li> <li>• Healthcare</li> </ul>	<p><b>Human Services</b></p> <ul style="list-style-type: none"> <li>• Teaching and Educational Services</li> <li>• Law and Legal Services</li> <li>• Public Service and Leadership</li> <li>• Social and Mental Health Services</li> </ul>	<p><b>Science &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• Electrical Systems</li> <li>• Information Technology Solutions</li> <li>• Computer Science</li> <li>• Green Energy and Innovative Technologies</li> </ul>

## How to Read Your Academy Curriculum Framework:

### Key Terms Defined

<b>Area of Interest</b>	Broad area of interests commonly used by universities and the Minnesota Department of Education as career clusters.
<b>Gateway Course</b>	A quarter length course that introduces each Area of Interest and is a requirement for 6 <sup>th</sup> and 7 <sup>th</sup> grade students at the middle level.
<b>Programs of Study</b>	A sequence of courses that increase in depth and complexity in a more focused program within an Area of Interest and directly relates to 2-yr and 4-yr post-secondary options and relevant career opportunities.
<b>Introductory Course</b>	The first course in a sequence of courses within a program of study. Typically, taken by 9 <sup>th</sup> or 10 <sup>th</sup> graders exploring academies.
<b>Intermediate Course</b>	The second course in a sequence of courses within a program of study. Typically taken by 9 <sup>th</sup> to 11 <sup>th</sup> graders within the academy.
<b>Advanced Course</b>	The third course in a sequence of courses within a program of study. These courses must include a value added programming. Typically, taken by 11 <sup>th</sup> and 12 <sup>th</sup> graders within the academy.
<b>Academy Elective</b>	An elective course within an academy that builds on the programs of study and is available to students outside of the academy.
<b>Global Elective</b>	A course that is not embedded within an academy. Typically meets a post-secondary or graduation requirement (e.g. World Language, Fine Arts).
<b>CAPS Program</b>	A profession-based, immersion program for 11 <sup>th</sup> and 12 <sup>th</sup> grade students who attend class, with a Shakopee High School teacher, at an industry partner location, with an opportunity for a second-semester internship.

MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
Area of Interest Gateway (Grade 7):	Accounting and Finance	Business Dynamics	Accounting 1 Finance and Investments	Banking and Finance Management
Think Tank	Entrepreneurship and Business Management	Business Dynamics	*Management and Leadership	Entrepreneurship
Middle School Electives (Grades 7 & 8):	Hospitality and Restaurant Management	Business Dynamics	Hospitality Management	Event Management
Innovation Lab	Marketing and Sales	Culinary Arts 1	Marketing	Marketing
Money Doesn't Grow on Trees		Business Dynamics		
Teen Chef	Additional Academy Elective Courses:	Accounting 2 Macroeconomics International Business and Law *Business Technology	Baking and Pastry Culinary Arts 3 Sports and Entertainment Marketing ECommerce and Social Media	Potential Future Course
Middle School Connection		CAPS Program:	Business Administration and Management	

\*Indicates new courses beginning in the 2017-18 school year.



## ARTS & COMMUNICATION

Arts & Communication fosters creativity, innovation, and expression to ensure well-rounded individuals who can apply those skills in a number of fields. Career fields include the performing arts, visual arts, design, communications, and publishing.



# Draft - Arts & Communication Academy - Draft



**Related Careers:** Art Directors, Curator, Stage Manager, Museum and Exhibit Manager, Director, Performer (Musician, Actor), Music Directors and Composers, Audio and Video Technician, Sound Engineer, Producers and Directors, Editors, Writers and Authors, Public Relations and Fundraising Manager, News and Print Media, Journalist, Multimedia Artists and Animators, Interior Designers, Artist and Art Marketer, Graphic Designers

Course Title Key	■ Existing Courses	■ Potential Courses (Subject to Change)
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MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
<b>Area of Interest Gateway (Grade 6):</b>  Heroes  <b>Middle School Electives (Grades 7 &amp; 8):</b>  Digital Art Draw It, Paint It, Print It  Drop a Beat House of Style Digital Storytelling Sculpt It	Performance Production and Management	*Behind the Scenes: Production and Technical Design	Event Productions	Arts Administration
	Media Production and Recording	*Elements of Media Production	Music and Sound Recording Video Production	Media Studio
	Publishing and Online Media	*Writing for Media	Creative Publications and Journalism	Publishing Studio
	Creative Design	*Design Fundamentals	Digital Design 1 Fashion Merchandising and Design Interior Design Photography 1	Studio Market
	Additional Academy Elective Courses:	Rock Band Essentials Acting Stagecraft Digital Design 2		
	CAPS Program:	 Digital Design		

\*Indicates new courses beginning in the 2017-18 school year.  
Students in the Class of 2021 & Beyond will have to complete a 3 Course Program of Study



## BUSINESS & ENTREPRENEURSHIP

Business & Entrepreneurship offers students industry relevant experiences that will allow students creative platforms to produce ideas and products that propel the growth of local, state, national, and the global economy. Career fields include marketing, sales, finance, hospitality and tourism, management, and entrepreneurship.



# Draft - Business & Entrepreneurship Courses - Draft



**Related Careers:** Accountant, Bookkeeper, Actuary, Insurance Underwriters, Loan Officer, Financial Planner, Tax Preparer, Venture Capitalist, Small Business Owner, Entrepreneur, Business Analysts, Office Manager, Supply Chain Manager, Hotel Management, Event Planner, Tour Operator, Food and Beverage Manager, Executive Chef, Sous Chef, Restaurant Owner, Market Research Analysts, Recruiters, Social Media Marketing Manager, Sale Representatives & Retail Managers, Fundraiser, Media Buyer

Course Title Key	<span style="display: inline-block; width: 15px; height: 15px; background-color: black; margin-right: 5px;"></span> Existing Courses	<span style="display: inline-block; width: 15px; height: 15px; background-color: blue; margin-right: 5px;"></span> Potential Courses (Subject to Change)
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MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
<b>Area of Interest Gateway (Grade 7):</b>  Think Tank  <b>Middle School Electives (Grades 7 &amp; 8):</b>  Innovation Lab  Money Doesn't Grow on Trees  Teen Chef	Accounting and Finance	Business Dynamics	Accounting 1 Finance and Investments	Banking and Finance Management
	Entrepreneurship and Business Management	Business Dynamics	*Management and Leadership	Entrepreneurship
	Hospitality and Restaurant Management	Business Dynamics Culinary Arts 1	Hospitality Management *Culinary Arts 2	Event Management
	Marketing and Sales	Business Dynamics	Marketing	Marketing Strategies
	Additional Academy Elective Courses:	Accounting 2 Macroeconomics International Business and Law *Business Technology	Baking and Pastry Culinary Arts 3 Sports and Entertainment Marketing E-Commerce and Social Media	
	CAPS Program:	Business Administration and Management		

\*Indicates new courses beginning in the 2017-18 school year.  
Students in the Class of 2021 & Beyond will have to complete a 3 Course Program of Study



## ENGINEERING & MANUFACTURING

Engineering and Manufacturing is a high tech, high skill, high demand area that will help students generate their own jobs and opportunities. Career fields include manufacturing, robotics, transportation, design, electronics, architecture, construction, and engineering.



# Draft - Engineering & Manufacturing - Draft



**Related Careers:** Aircraft Mechanic, Aeronautic Engineer, Architect, Building Engineer, Civil Engineer, CNC Machinist, Computer Control Programmer/Operator, Design Electrical Engineer, Engineer, Electrician, Entrepreneur, HVAC Controller, Industrial Engineer, Machinists, Manufacturing Mechanical Engineer, Process Engineer, Packaging Engineer, Process Engineer, Robot Technician, Quality Engineer, Structural Engineer, Tool and Die Maker, Welder

Course Title Key	<div style="display: inline-block; width: 15px; height: 15px; background-color: black; margin-right: 5px;"></div> Existing Courses	<div style="display: inline-block; width: 15px; height: 15px; background-color: blue; margin-right: 5px;"></div> Potential Courses <small>(Subject to Change)</small>
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MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
<b>Area of Interest Gateway (Grade 7):</b>  Teen Engineer  <b>Middle School Electives (Grades 7 &amp; 8):</b>  GTT: Architecture (PLTW)  GTT: Design and Manufacturing (PLTW)  GTT: Robotics (PLTW)	<b>Architecture and Construction</b>	Civil Engineering & Architecture (PLTW**)  Intro to Manufacturing	Construction	Construction Management and Development
	<b>Manufacturing and Fabrication Technologies</b>	Intro to Manufacturing	Welding and Metal Fabrication  Wood Production Technologies	Manufacturing Design and Development
	<b>Engineering and Design</b>	Intro to Engineering Design (PLTW**)	Principles of Engineering (PLTW**)	Engineering Design & Development (PLTW**)
	<b>Transportation Technologies</b>	Small Gas Engines	*Marine, Motorsport, and Outdoor Power Equipment	Advanced Transportation Systems
	<b>Additional Academy Elective Courses:</b>	Aerospace Engineering (PLTW) Computer Integrated Manufacturing (PLTW)		
	<b>CAPS Program:</b>	Future Programming To Be Determined		

\*Indicates new courses beginning in the 2017-18 school year.

\*\* Project Lead the Way © affiliated course | pltw.org

Students in the Class of 2021 & Beyond will have to complete a 3 Course Program of Study



**HEALTH  
SCIENCE**

Health Science education will provide students with the knowledge and skills to pursue this high demand industry. Health Science career fields include biomedical science, exercise science, health and wellness, nutrition, and healthcare fields.





**Related Careers:** Medical Appliance Technician, Medical and Clinical Lab Technologist, Surgical Technologist, Medical Imaging Technologist, Biomedical Engineer, Forensic Science Technician, Dietetic Technician, Dietician and Nutritionist, Community Health Worker, Massage Therapist, Fitness Trainer and Aerobics Instructor, Athletic Trainer, Recreational Therapist, Physical Therapist, Occupational Therapist, Massage Therapist, Exercise Physiologist, Pharmacy Technician, Medical Assistant, Healthcare Social Worker, Physician, Physician Assistant, Licensed and Practical Nurse, Respiratory Therapist, Dentistry, Ophthalmology, Surgical and Medical Technician

Course Title Key	<span style="display: inline-block; width: 15px; height: 15px; background-color: black; margin-right: 5px;"></span> Existing Courses	<span style="display: inline-block; width: 15px; height: 15px; background-color: blue; margin-right: 5px;"></span> Potential Courses <small>(Subject to Change)</small>
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MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
<b>Area of Interest Gateway (Grade 7):</b>  Snack Attack  <b>Middle School Electives (Grades 7 &amp; 8):</b>  GTT: Medical Detectives (PLTW)  2 Fit 2 Quit  Code Red	Biomedical	*Human Body Systems	Principles of Biomedical Science (PLTW**)	Medical Interventions (PLTW**)
	Public Health	*Human Body Systems	Global Health & Disease Prevention	Community Health Promotions
	Exercise Science	*Human Body Systems	Exercise Physiology and Biomechanics	Sports Medicine and Rehabilitation
	Healthcare	*Human Body Systems	Principles of Biomedical Science (PLTW**)	Medical Simulation
	<b>Additional Academy Elective Courses:</b>	Medical Terminology Kinesiology: A Body in Motion *Nutrition for the Human Body CIS: Human Physiology, Technology, and Medical Devices		Integrative Medicine Veterinary and Animal Science Pharmacology Biotechnology / Innovations
<b>CAPS Program:</b>	Healthcare and Medicine			

\*Indicates new courses beginning in the 2017-18 school year.

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Students in the Class of 2021 & Beyond will have to complete a 3 Course Program of Study



Skills students gain in the Human Services could be applied across all academic disciplines. Human Services courses benefit both the community and students while encouraging students to look beyond themselves to serve others. Career fields include human development, psychology, education, legal fields, law enforcement, and public services.



# Draft - Human Services - Draft



**Related Careers:** Early Childhood Educator, K-12 Teacher, Administrator, Educational Paraprofessional, Training and Development Manager/Supervisor, Police and Sheriff's Patrol Officers, Correction Officers and Jailers, Attorney, Court Reporters, Paralegal and Legal Assistants, Government Service, Labor Relations Specialist, Firefighter, Military Service, Non-Governmental Organization, Lobbyist, Social and Human Service Assistant, Mental Health Counselors, Health Educators, Clinical, Counseling, and School Psychologist

Course Title Key	■ Existing Courses	■ Potential Courses (Subject to Change)
---------------------	--------------------	--

MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
<b>Area of Interest Gateway (Grade 6):</b>  Be The Change  <b>Middle School Electives (Grades 7 &amp; 8):</b>  Law and Order  Stand Up for Shakol!	<b>Teaching and Educational Services</b>	Intro to Human Development  *Human Relations	Teacher Cadet 1	Teacher Cadet 2
	<b>Law and Legal Services</b>	*Criminal Justice and the Court	Trial Law and Justice  Intermediate Criminal Justice	Advanced Legal Systems  Advanced Criminal Justice
	<b>Public Service and Leadership</b>	*Human Relations	Transformational Leadership	Public Advocacy and Change
	<b>Social and Mental Health Services</b>	Intro to Human Development	Mental Health Disorders	Social and Mental Health Services
	<b>Additional Academy Elective Courses:</b>	CIS Exploring Teaching Professions Student Ambassador Great Leadership Opportunities Instructional Technology Solutions		*Advanced Child Development Family Dynamics International Politics and Law Social Psychology
<b>CAPS Program:</b>	 Junior Reserve Officer Training Corp (JROTC)			

\*Indicates new courses beginning in the 2017-18 school year.  
Students in the Class of 2021 & Beyond will have to complete a 3 Course Program of Study



## SCIENCE & TECHNOLOGY

Science & Technology promotes students to be leaders in the construction and development of dynamic and ever-changing industries. The education will reflect the modern needs of our global society and prepare our students to successfully utilize skills that will contribute to the betterment of our community. Career fields include investigative science, math, applied science & technology, and computer science.



## Draft - Science & Technology - Draft



**Related Careers:** Electrician, Electrical Engineer, Electronics Technician, Electrical Power-Line Installers and Repairers, Power Plant Technician and Operator, Electrical Systems Designer and Drafter, Network and Computer Systems Administrators, Computer Network Architects, Computer Hardware Engineer, Computer Hardware Technician and Repairer, Computer Research Scientist, Software Developer, Computer Systems Analyst, Computer and Information Systems, Computer Programmers, Information Security Analysts, Database Administrators, Natural Sciences Managers, Environmental Engineer, Green Technology and Alternative Energy Designer, Geoscientist & Conservation Scientists, Mining and Geological Engineer

Course Title Key	<div style="display: inline-block; width: 15px; height: 15px; background-color: black; margin-right: 5px;"></div> Existing Courses	<div style="display: inline-block; width: 15px; height: 15px; background-color: blue; margin-right: 5px;"></div> Potential Courses (Subject to Change)
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MIDDLE SCHOOL	HIGH SCHOOL			
Area of Interest Courses (Grades 6-8)	Program of Study	Introductory Courses	Intermediate Courses	Advanced Courses
<b>Area of Interest Gateway (Grade 6):</b>  Programming is Electric  <b>Middle School Electives (Grades 7 &amp; 8):</b>  Invisible World of Science & Technology  Apps Creation	<b>Electrical Systems</b>	*Electricity	Energy and Power Generation  Circuit Design	Technology Design and Development
	<b>Information Technology Solutions</b>	Computer Science Principles (PLTW**)  *Principles of Computer Hardware	Computer Hardware Applications	Technology Design and Development
	<b>Computer Science</b>	Computer Science Principles (PLTW**)	*Mobile OS Development  *Web Development	Technology Design and Development
	<b>Green Energy and Innovative Technologies</b>	Limited Resources, Unlimited Energy	Innovative Solutions for Sustainable Development	Environmental Innovations
	<b>Additional Academy Elective Courses:</b>	Cyber Security Technology Design and Development 2 Computer Science Applications (PLTW)		Food and Agriculture Sustainability CIS: Energy, Environment, and Society
<b>CAPS Program:</b>	Future Programming To Be Determined			

\*Indicates new courses beginning in the 2017-18 school year.

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Students in the Class of 2021 & Beyond will have to complete a 3 Course Program of Study



# APPENDIX B: INSTRUCTIONAL FRAMEWORK FOR PERSONALIZED LEARNING

## Shakopee Public Schools Instructional Framework for Personalized Learning

*Personalization | An approach to learning and instruction that is designed around individual learner readiness, strengths, needs, passions, and interests to create an engaging student experience. This happens through intentional design, building relationships, giving and receiving feedback, and engaging in meaningful and deeper learning.*

### Student Career Readiness Skills - 6 C's STUDENTS WILL...

<b>CRITICAL THINKING</b> Reason effectively, use systematic thinking, and make judgements and decisions to solve problems in both conventional and innovative ways.	+	Identify reasoning used to make a claim in specific situations	+	Assess reasoning and evidence to justify a claim, conclusion, or outcome	+	Apply appropriate reasoning strategies for particular outcomes	+	Analyze and synthesize complex information to inform a course of action
<b>COLLABORATION</b> Work together to share, advocate, and compromise on issues critical to a team's success using intrapersonal and interpersonal skills in both conventional and digital settings.	+	Work in pairs or groups to achieve a common goal	+	Make decisions together through negotiation and compromise	+	Utilize strengths of a group or team to produce knowledge of a higher level	+	Interact with experts or professionals to complete authentic task
<b>COMMUNICATION</b> Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.	+	Organize ideas and information into a coherent message	+	Use multiple modalities to communicate effectively	+	Tailor communication for specific purposes and audiences	+	Synthesize, present, & share information to make new connections & recognize diverse perspectives
<b>CREATIVITY</b> Be curious, imagine possibilities, develop and refine ideas, and view failure as an opportunity to learn (persistence).	+	Demonstrate flexible thinking by generating a variety of ideas	+	Adapt existing ideas or products in a novel way	+	Apply creative thinking and persistence to the design process while producing original work	+	Act innovatively to impact the local, regional, national, or global community
<b>CULTURALLY RESPONSIVE</b> Learn from and work collaboratively with individuals representing diverse cultures, races, ethnicities, genders, income levels, religions, and abilities.	+	Recognize cultural differences & attempt to understand other perspectives	+	Interact with different cultures & self-reflect on commonalities of background & perspective	+	Value individuals and seek to celebrate, encourage, & respect differences	+	Demonstrate culturally responsive behavior at school and in the community
<b>CHARACTER</b> Develop the personal qualities of trustworthiness, respect, responsibility, fairness, caring, citizenship, and resilience.	+	Identify how actions impact others and are reflective of character	+	Apply these core character qualities in the classroom	+	Demonstrate these character qualities even when no one else is watching	+	Model these character qualities throughout the community and school environments

### Critical Instructional Practices STUDENTS WILL...

<b>AUTHENTIC LEARNING</b> Create opportunities for students to define, develop, implement, and refine solutions to real-world problems.	+	Define and analyze an authentic problem	+	Propose possible solutions to an authentic problem	+	Engage with stakeholders to solve an authentic problem	+	Implement a solution to an authentic problem in partnership with community or business
<b>STUDENT-CENTERED LEARNING</b> Foster an environment where student needs, interests, and passions drive instructional choices (the how, what, when, and where of learning).	+	Choose how and where learning will be demonstrated	+	Self-select content for study and determine how learning will be demonstrated	+	Design a work plan to meet learning goals within a personalized timeline	+	Set goals, identify learning paths, track progress, and determine how learning will be demonstrated
<b>DIGITAL LEARNING</b> Enable students to become producers of knowledge rather than mere consumers of content.	+	Use technology to access and produce information	+	Use technology to collaborate and communicate with others	+	Use technology to create, refine, and publish content for a wider audience	+	Use technology to create and innovate
<b>GRADUAL RELEASE of RESPONSIBILITY</b> Scaffold learning experiences in order for students to become independent learners.	+	Learn to clarify purpose, meaning, and process through explicit teaching	+	Contribute ideas and information with teacher-guided instruction	+	Apply learning through guided practice	+	Engage in independent practice and transfer learning to other relevant situations

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# APPENDIX B: INSTRUCTIONAL FRAMEWORK FOR PERSONALIZED LEARNING CHARACTERISTICS OF A SHAKOPEE EDUCATOR

## Characteristics of a Shakopee Educator

### BELIEFS: Ensure quality student/teacher relationships and high levels of rigor and engagement.

- I believe all students can achieve high standards (grade level or above).
- I believe all students deserve to be valued for who they are (inclusive of culture, race, ethnicity, gender, income level, religion, and ability) and to have their unique strengths fostered.
- I believe student needs drive instruction.
- I believe a growth mindset is critical for my continuous improvement.
- I believe collaboration with colleagues, students, families, and our community leads to improved performance.
- I believe change is constant and requires me to be a positive, flexible problem-solver.

### PROFESSIONALISM: Behaviors that support individual and district excellence to ensure continuous improvement.

- I improve my practice based on effective self-reflection, feedback, coaching, and evidence of student learning.
- I collaborate and communicate effectively with all stakeholders to ensure student success.
- I understand that excellent teaching requires a significant investment of time and perseverance while maintaining a healthy work/life balance.
- I have a strong foundation of pedagogy, content knowledge, and culturally responsive methodologies.
- I am organized, well-planned, and maintain accurate records of student learning.
- I demonstrate leadership by being actively engaged in the implementation of our efforts to improve and strengthen instruction to raise student achievement and eliminate the achievement gap.
- I seek to resolve conflict respectfully with others by understanding the right time, place, and method for addressing the issue; speaking with the appropriate individual, assuming good intentions, and seeking to understand.

### COMPETENCIES: Essential skills necessary to create a strong learning environment through effective instruction & assessment.

- PLANNING**
- I align standards, essential learnings and skills, and authentic experiences to craft daily lessons.
  - I use the District's Instructional Framework for Personalized Learning to plan for all aspects of the student experience.
  - I design effective lessons utilizing a variety of sources, materials, and my own expertise.
  - I use student-friendly learning targets to clarify purpose of learning.
  - I align frequent formative assessments with high-quality summative assessments and use student results to inform and modify instruction.
  - I plan appropriately for accommodations and modifications for unique learners.
- INSTRUCTION**
- I utilize gradual release of responsibility (explicit teaching, demonstration and modeling, guided and independent practice).
  - I integrate critical literacy strategies into daily lessons.
  - I create and facilitate student engagement through a variety of differentiated and personalized learning experiences (authentic learning, self-paced and student-directed learning, culturally responsive methodologies, etc.).
  - I purposefully integrate technology to enhance student learning.
- ASSESSMENT**
- I apply the appropriate assessment method for the content and skills being demonstrated.
  - I balance formative and summative assessments in order to effectively monitor student learning.
  - I utilize quality grading practices that align with district expectations.
- LEARNING ENVIRONMENT**
- I establish effective procedures and routines to create an encouraging and positive learning environment.
  - I create a learning environment which is welcoming, inclusive, and responsive to all students.
  - I create an environment that values and embraces cultural differences.

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**MY SABER PLAN**

Pre K 1 2 3 4 5 6 7 8 9 10 11 12

Study Thinking E=mc<sup>2</sup> Innovation Learning Invent

ACADEMIES OF SHAKOPEE

**MY SABER PLAN**

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## APPENDIX E: Shakopee Center for Advanced Professional Studies (CAPS)

### DIGITAL DESIGN



If you are interested in applying for the Digital Design strand you will need to:

- 1 Be a Junior or Senior for the 2015-16 school year and on track to graduate on time.
- 2 Have a good attendance and behavior record.
- 3 Meet requirements for dual enrollment with Normandale Community College through either class rank or teacher recommendation.
- 4 Provide your own transportation.
- 5 Complete an application.



BUSINESS PARTNER



EDUCATION PARTNER



Shakopee Center for Advanced Professional Studies  
1200 Town Square  
Shakopee MN 55379  
952-496-5006



2015-16 Shakopee CAPS Strands

## DIGITAL DESIGN

### LOCATION

Shutterfly

### TIME

Periods 1-3, 8:20-10:25 (Semester 1 and 2)

### QUAL CREDITS EARNED

Shakopee High School  
 3.0 Elective Credit – 1st semester – classroom experience  
 3.0 Elective Credit – 2nd semester – individual internship  
 Normandale Community College  
 3.0 ART 1114 Digital Photography  
 3.0 ART 1122 Electronic Imaging

### PROGRAM DESCRIPTION

Shakopee CAPS Digital Design is ideal for students who are interested in developing professional and technical skills required to forge forward in exploring areas of graphic design, web design and digital photography. This program will educate students in design methods, theory and creative problem solving utilized in the industry today. Students will learn how to create visual concepts and how those concepts communicate, are perceived and are interpreted.

Students will be fully immersed at our leading business partner, Shutterfly, where they will create a wide array of digital assets in the professional-based learning environment. This will provide opportunities to collaborate, in teams and individually, with mentors and business clients on real digitally produced media projects. The program will be led by a creative educator, and supported by diverse professionals visiting the classroom as guest lecturers and mentors. By networking with mentors and business partners, students will deliver real products to their clients, create a professional portfolio that illustrates their creative talent, and explore career opportunities in the area of the digital art profession.

Shakopee CAPS requires students to be active, independent learners and fosters empowerment, self-discovery, collaboration, and critical thinking skills. Students will engage in a variety of opportunities including real problem and project-based learning, tours, and job shadowing experiences. Through guided mentoring, students will be immersed in the professional environment through an internship experience that encompasses their personal interest in the field of digital design.

### POTENTIAL PROJECT EXAMPLES

- > Website Development
- > Marketing Campaign
- > Product Development
- > Photo Shoots
- > New Product Development

### PRIMARY BUSINESS PARTNER

Shutterfly  
 5005 Dean Lake Boulevard  
 Shakopee, MN 55379

### POTENTIAL CAREERS

- |                        |                          |
|------------------------|--------------------------|
| > Graphic Designer     | > Illustrator            |
| > Brand Developer      | > Animator               |
| > Logo Designer        | > Production Manager     |
| > Web Designer         | > Graphic Art Manager    |
| > Photographer         | > Creative Director      |
| > Visual Journalist    | > Video Game Designer    |
| > Marketing Specialist | > Art Director           |
| > Educator             | > Art Production Manager |
| > Filmmaker            |                          |

# HEALTHCARE AND MEDICINE



If you are interested in applying for the Healthcare and Medicine strand you will need to:

- 1 Be a Junior or Senior for the 2015-16 school year and on track to graduate on time.
- 2 Have a good attendance and behavior record.
- 3 Meet requirements for dual enrollment with Normandale Community College through either class rank or teacher recommendation.
- 4 Provide your own transportation.
- 5 Complete an application.



BUSINESS PARTNER



EDUCATION PARTNER



Shakopee Center for Advanced Professional Studies  
1200 Town Square  
Shakopee MN 55379  
952-496-5006

## 2015-16 Shakopee CAPS Strands

# HEALTHCARE AND MEDICINE



### LOCATION

St. Francis Regional Medical Center

### TIME

Periods 1-3, 8:20-10:25 (Semester 1 and 2)

### DUAL CREDITS EARNED

#### Shakopee High School

3.0 Elective Credit – 1st semester – classroom experience

3.0 Elective Credit – 2nd semester – individual internship

#### Normandale Community College

4.0 credits – Healthcare Core

3.0 credits – Healthcare in the United States

### PROGRAM DESCRIPTION

**Shakopee CAPS Healthcare and Medicine** program fully immerses students in St. Francis Regional Medical Center providing unprecedented access to real world experiences in the dynamic field of healthcare and medicine. Partnering with experienced medical professionals, students will advance their understanding of healthcare systems, communications, legal issues, medical terminology, patient care, professionalism, ethics, and explore many career opportunities in healthcare.

Shakopee CAPS requires students to be active, independent learners and fosters empowerment, self-discovery, collaboration, and critical thinking skills. Students will engage in a variety of opportunities including case studies, problem and project-based learning, and tours. Through guided mentoring, students will participate in an internship experience that encompasses their personal interest in healthcare and medicine.

### POTENTIAL PROJECT EXAMPLES

- › Create a plan to reduce discharge wait times.
- › Create tactics to improve employee and physician engagement.
- › Develop an ambulatory surgery program that results in high experience scores for patients, staff, and surgeons.
- › Generate a marketing plan for the hospital that focuses on eliminating distracted driving.

### PRIMARY BUSINESS PARTNER

St. Francis Regional Medical Center, owned by:

- › Allina Health
- › Park Nicollet Health Services
- › Essentia Health

### POTENTIAL CAREERS

- › Physician
- › Nurse Practitioner
- › Pharmacist
- › Physical Therapist
- › Laboratory Technologist
- › Paramedic
- › Registered Nurse
- › Athletic Trainer
- › Information Technology Project Manager
- › Sports Psychologist
- › Orthopedic Surgeon
- › Strength and Conditioning Coach
- › Physician's Assistant
- › Dietetic Technician
- › Medical Assistant
- › Occupational Therapist
- › Radiology Technologist
- › Healthcare Administrator
- › Neonatal Nurse
- › Veterinary
- › Biomedical Researcher

# BUSINESS ADMINISTRATION AND MANAGEMENT

Concentration in Entertainment and Tourism











**SHAKOPEE  
CAPS**  
CENTER FOR ADVANCED  
PROFESSIONAL STUDIES

**BUSINESS PARTNER**



**EDUCATION PARTNER**



Shakopee Center for Advanced Professional Studies  
1200 Town Square  
Shakopee MN 55379  
952-496-5006

**If you are interested in applying for the Business Administration and Management program you will need to:**

- 1 Be a Junior or Senior for the 2016-17 school year and on track to graduate on time.
- 2 Have a good attendance and behavior record.
- 3 Meet requirements for dual enrollment with Normandale Community College through either class rank or teacher recommendation.
- 4 Arrange your own transportation.
- 5 Complete an application.

## 2016-17 Shakopee CAPS Programs

## BUSINESS ADMINISTRATION AND MANAGEMENT



### LOCATIONS MAY INCLUDE

Canterbury Park, Mystic Lake, Renaissance Festival, and Valleyfair

### TIME

Periods 1-3, 8:20-10:25 (Semester 1 and 2)

### DUAL CREDITS EARNED

#### Shakopee High School

3.5 Elective Credit – 1st semester – classroom experience

3.0 Elective Credit – 2nd semester – individual internship

#### Normandale Community College

BUSN 1105 Introduction to Business [3 Credits]

BUSN 1157 Introduction to Hospitality and

Tourism Management [4 credits]

BUSN 2096 Internship in Business [2-4 Credits]

### PROGRAM DESCRIPTION

**Shakopee CAPS Business Administration and Management** program provides a dynamic introduction to business with unparalleled access to RiverSouth – Land of Big Fun (Mystic Lake, Valleyfair, Canterbury Park and Renaissance Festival). Students will partner with leading experts from these regional business centers to learn the principles of business and management. The hands-on, project driven curriculum will include marketing, sales, hotel and restaurant management, event planning, human resource training and development, understand relationships in restaurant operations, and leadership and management skills.

Shakopee CAPS requires students to be active, independent learners and fosters empowerment, self-discovery, collaboration, and critical thinking skills. Students will engage in a variety of opportunities including real problem and project-based learning, tours, and job shadowing experiences. Students will gain professional skills such as resume writing, social networking, and interviewing. Through guided mentoring,

students will be immersed in the professional environment through an internship experience that encompasses their personal interest in the field of hospitality.

### POTENTIAL PROJECT EXAMPLES

- › Sales and promotion of a marketing campaign
- › Develop a plan to extend the tourism season for RiverSouth
- › Development and execution of a “destination tourism” marketing plan
- › Create and execute a pitch to a potential client
- › Identify and create a marketing plan for new businesses opportunities within RiverSouth

### PRIMARY BUSINESS PARTNER – RIVERSOUTH

Canterbury Park

Mystic Lake – Shakopee Mdewakanton Sioux Community

Renaissance Festival

Valleyfair

*\* No person below the age of eighteen (18) years shall knowingly be permitted to participate in gaming. Minors are not allowed to loiter in gaming areas.*

### POTENTIAL CAREERS

- › Entrepreneur
- › Business and marketing manager
- › Venture capitalist
- › Business consultant
- › Entertainment and hospitality director
- › Event specialist
- › Creative director
- › Facilities and Operations manager



## APPENDIX F: FORMS of BUSINESS ENGAGEMENT

### PARTNERSHIPS WITH THE BUSINESS COMMUNITY

Partnerships are built on relationships and grow through a progression of interrelated experiences based on the assumption that human development grows from awareness to understanding to practice to mentorship. By creating progressions of business engagement opportunities, we achieve the three targeted outcomes:

- Academy Development
- Teacher Development
- Student Development

#### *Academy Development*

The District is seeking business engagement to respond to the district's need for development assistance, professional industry advice, and community-supported advocacy. This will be primarily handled through:

**Industry Councils** | “Advising” at the district level based on workforce and economic trends. Reviewing reported Academy Advisory Board data across an industry sector, monitoring environmental and district level academy needs, advising programs how to align with Professional Certifications, what certifications might be relevant for students while in the Academies, providing district level recommendations for the sun-rising and sun-setting of programs based on geography and workforce demand, and coordinating a district-wide Freshman Career Exploration Fair.

#### *Teacher Development*

Through a progression of academy-related professional development opportunities offered by business partners, teachers are able to improve their curriculum and bring relevance to their students. This progression is as follows: Team Business Tour ⇒ Team Externship ⇒ Individual Externship ⇒ Coordinate Student Internships.

#### *Student Development*

Through a progression of academy-centered learning opportunities offered by business partners, students are able to learn within the context of their interests. This progression is as follows: Career Exploration Fair (Industry Exploration) ⇒ Coordinated Learning Experiences at our business partners (Company Exploration) ⇒ Job Shadow (Job Exploration) ⇒ Student Internship ⇒ Student Capstone Experience ⇒ Center for Advanced Professional Studies (CAPS)

## FORMS OF BUSINESS ENGAGEMENT

FORM	DESCRIPTION	GOALS	CONSIDERATIONS
<b>Business Roundtables</b>	<ul style="list-style-type: none"> <li>• A series of roundtable discussions either at the business site or the academy</li> <li>• Each teacher hears from at least three or four different industry professionals</li> <li>• 3 hours to half day in duration</li> </ul>	<ul style="list-style-type: none"> <li>• Allow teachers to hear and learn about the work of work and 21st skills and competencies from multiple perspectives of the workforce</li> </ul>	<ul style="list-style-type: none"> <li>• Best with either an established academy partner or company with previous experience</li> <li>• Participants should represent a broad range of jobs and expertise</li> </ul>
<b>Company/business site tour</b>	<ul style="list-style-type: none"> <li>• Provides an opportunity for an academy team to get an on-site view and understanding of the operations of a business partner</li> </ul>	<ul style="list-style-type: none"> <li>• Provides richer context for teacher to incorporate into teaching and learning</li> <li>• Provides an opportunity to identify key business processes and operations which could serve as the basis for a teacher team externship</li> </ul>	<ul style="list-style-type: none"> <li>• Strongly recommended as a pre-requisite to a team externship</li> <li>• Emphasis should be placed on the interdependence, communication and collaboration among departments</li> </ul>
<b>Job shadowing for teachers</b>	<ul style="list-style-type: none"> <li>• A short-term experience at a work site with business professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Learn in more depth about particular jobs, skills, and career pathways.</li> <li>• Connect real world skills with standards being taught in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• These experiences can be one day or multiple days</li> <li>• There should be well defined expectations and reflection on the experience</li> </ul>
<b>Teacher Team Externships</b>	<ul style="list-style-type: none"> <li>• Provides a team of teachers with a 3-day opportunity to learn about the inner workings of a real-world business, guided by a key business process that allows them to develop relevant curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the Skills and Workplace Competencies necessary for success</li> <li>• Understand the interdependencies of departments in collaborating to execute the business process</li> </ul>	<ul style="list-style-type: none"> <li>• The selected business process(es) should connect with the subjects of the academy team</li> <li>• Provide a dedicated business employee to facilitate communication between the team and host business and coordinate a full agenda</li> <li>• The selected business should have experience working with academies, preferably through an existing partnership</li> <li>• Compensation?</li> </ul>
<b>Individual Teacher Externship</b>	<ul style="list-style-type: none"> <li>• Opportunity for a teacher who understands the business-related skills and competencies to work in the context of a business and practice the skills they need to reinforce in their students.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice the skills and competencies necessary for students to be career and college ready</li> <li>• Develop a depth of business context for academy students</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers should have participated in a company site visit and completed a teacher team externship.</li> <li>• Compensation?</li> <li>• The business host should have a good working relationship with the teacher and be able to provide real work experience</li> </ul>

<b>FORM</b>	<b>DESCRIPTION</b>	<b>GOALS</b>	<b>CONSIDERATIONS</b>
<b>Guest Speakers</b>	<ul style="list-style-type: none"> <li>Integrate real-world experience and perspectives into classroom learning.</li> </ul>	<ul style="list-style-type: none"> <li>Provide relevance for what they are learning in the classroom</li> <li>Provide positive role models</li> <li>Help students focus on their future and open possibilities they might not have imagined</li> </ul>	<ul style="list-style-type: none"> <li>Content is relevant to the program of study</li> <li>Teachers are a part of the experience</li> <li>Speakers should be briefed in advance</li> </ul>
<b>Career Mentors</b>	<ul style="list-style-type: none"> <li>Develop a longer term relationship that integrates real-world experience and perspectives into classroom learning about career fields and pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships and relevance</li> <li>Provide positive role models</li> <li>Allow for an ongoing relationship with a caring professional</li> </ul>	<ul style="list-style-type: none"> <li>Experience will last for at least a semester or perhaps a year</li> <li>Mentors are trained before entering the program</li> <li>Mentoring occurs in groups of 2 to 3 students</li> </ul>
<b>Field Trips</b>	<ul style="list-style-type: none"> <li>Promote your career field and allow students to see your industry up close in ½ or full day tours that expose them to many departments or functions within the company or industry.</li> </ul>	<ul style="list-style-type: none"> <li>Provide 10<sup>th</sup> grade students with exposure to the industry by allowing them to explore the different functions within the company or industry.</li> </ul>	<ul style="list-style-type: none"> <li>Output: project based on what departments were seen, how they work together, and how each one functions and interacts at a high level</li> </ul>
<b>Job Shadowing</b>	<ul style="list-style-type: none"> <li>Allow students to complete a job shadowing day in your business to expose students to more in-depth knowledge of specific careers in your industry. (check the JA manual for verbiage)</li> </ul>	<ul style="list-style-type: none"> <li>Provide 11<sup>th</sup> grade students with exposure to careers in your industry by</li> </ul>	<ul style="list-style-type: none"> <li>Output: job description based on the careers viewed, including primary activities, skills, education requirements, technical skills, etc... (What are professionals evaluated on and how are they evaluated?)</li> </ul>
<b>Student Internship</b>	<ul style="list-style-type: none"> <li>Provide select students with a summer internship within a related business or industry that enhances their education about the industry and allows them to develop a project based on what they learned for inclusion in their portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Provide 12<sup>th</sup> grade students with an experience that will allow them to draw from their summative knowledge and skills and apply it to a relevant experience.</li> </ul>	<ul style="list-style-type: none"> <li>Output: documentation of a capstone project that includes learning objectives and a cumulative assessment of what has been learned over their academy experience</li> </ul>
<b>Community Expert Classroom Instructor</b>	<ul style="list-style-type: none"> <li>Teach an industry or technical course or curricular module for high school students</li> </ul>	<ul style="list-style-type: none"> <li>To provide relevant learning where a community expert license is required</li> </ul>	<ul style="list-style-type: none"> <li>Need permission from the Minnesota Department of Education for this special licensure</li> </ul>

FORM	DESCRIPTION	GOALS	CONSIDERATIONS
Academy Industry Council	<ul style="list-style-type: none"> <li>Meet a minimum of two times a year with other academy partners to provide industry assistance to the program.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate and collaborate with the academy to develop and execute the annual business plan, which includes the academy budget, the calendar of events, and value added reporting</li> </ul>	<ul style="list-style-type: none"> <li>January- Review activities of the current plan and arrange for specific engagements within the Spring semester. Kicks off the business planning process, review of fall, ideas for the upcoming year.</li> <li>May - Retrospective look at the academy value-added, (link up with the Academy Awards ceremony and annual report, determines your award categories/awards, makes it a grassroots issue)</li> <li>September- Pulling resources for the fall semester: partners, experiences, etc.</li> </ul>



## APPENDIX G: GLOSSARY – COMMON VOCABULARY

TERM	DEFINITION
<b>6 Cs</b>	The district identified the following six college and career readiness skills: creativity, collaboration, communication, critical thinking, cultural responsiveness, and character.
<b>Academies of Shakopee Industry Councils</b>	Six industry-related councils convened by the Shakopee Chamber of Commerce that are dedicated to overseeing equitable and adequate resources for all of The Academies of Shakopee related to their professional field. Industry Councils are composed of volunteer business leaders and Academy Coaches serving as the business liaison to their academies. They serve to create, evaluate, and maintain a framework for sustainable business, industry, and community partnerships with Shakopee’s high school academies, fostering relevance through productive relationships that improve school attendance, graduation rates, and support the development of a college-ready and qualified workforce in Shakopee.
<b>Academy</b>	An academy is a Smaller Learning Community in which a team of teachers serves a group of students with a focus on a theme. It offers students the opportunity to learn 21st Century Skills within the context of a pathway of their choice.
<b>Academy Brand</b>	Each academy will have a unique identity, or “brand”, due to program strengths, pathway offerings, and the vision of the academy leadership. An academy’s brand is portrayed through its logo and tagline, identifying it as a Shakopee Public School academy.
<b>Academy Choice</b>	The opportunity for all students to be able to attend the academy of their choice based on their individual interests and strengths.
<b>Academy Coaches</b>	The liaison within each school who aligns community and business resources with Academy needs.
<b>Academy Elective</b>	An elective course within an academy that builds on the programs of study and is available to students outside of the academy.
<b>Academy Partners - Business and Post-Secondary</b>	An Academy Partner has formalized a partnership with a high school academy. Partnership activities vary, depending on the academy’s needs and a business’s interests and resources. Goals for partnerships between businesses and academies are to improve graduation rates, build relationships between students and positive adult role models, and support positive outcomes after high school graduation, including further education and entry into high-wage, high-demand careers.
<b>Academy Partnership Proposal</b>	A document prepared by the school that provides relevant information about an academy and outlines proposed business engagement activities for a specific current or prospective partner. This document may be used in recruiting an Academy Partner or providing direction to an existing partnership.
<b>Academy Plan</b>	A unique strategic plan for each academy, updated annually, which includes an academy Action Plan, Calendar of Events, and Budget. The Academy Plan is a component of the School Improvement plan and directs the growth and development of each of the Academies of Shakopee.
<b>Academy Teacher Team Meetings</b>	Meetings that usually occur during a common planning period in which the entire academy team works together to address student achievement and academy or student needs including curriculum planning, student interventions, professional development, academy Partner activities, etc...
<b>Academy Team Leader</b>	The academy lead teacher is responsible for convening and leading team meetings, using protocols for deep focused conversations about curriculum and instruction, interventions, working with all team members in their specific roles and utilizing academy principal, counselor and others who need to be in meetings to provide supports and alignment as well as experiences for student growth.
<b>Accelerated Options</b>	Programs/courses that allow students to obtain honors and/or college credit. Ex/ AP. CIS, PSEO.
<b>Advanced Course</b>	The third course in a sequence of courses within a program of study. These courses must include a value added programming. Typically, taken by 11 <sup>th</sup> and 12 <sup>th</sup> graders within the academy.

<b>TERM</b>	<b>DEFINITION</b>
<b>Advisory</b>	A designated time in which a student will visit with an adult advisor who serves as their advocate and mentors them academically, socially, ethically, and emotionally. Advisory is built into the schedule for each of the Academies of Shakopee.
<b>Area of Interest</b>	Broad area of interests commonly used by universities and the Minnesota Department of Education as career clusters.
<b>AVID (Advancement Via Individual Determination)</b>	AVID is a fourth through twelfth grade program to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students, and in closing the achievement gap. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.
<b>CAPS Program</b>	A profession-based immersion program for 11 <sup>th</sup> and 12 <sup>th</sup> grade students who attend class, with a Shakopee High School teacher, at an industry partner location, with an opportunity for a second-semester internship.
<b>Career pathways</b>	A sequence of courses using a career focused pathway that aligns with workforce data creating a unique opportunity for students to experience learning in the context of a career or industry that interests them. For example, within an Academy of Arts & Communication, a student may choose to focus on Theatrical Performance as their pathway. (3 sequential courses)
<b>CIS (College in the Schools)</b>	College in the Schools is a nationally accredited program of the University of Minnesota which brings U of M faculty together with high school teachers to offer university courses in high schools. Students experience the faster pace and increased rigor of U of M courses, earn free college credits that are highly transferable, and demonstrate their learning on multiple and varied assessments throughout the course rather than on a single, high-stakes test. Teachers (who become affiliated faculty at the University after acceptance into the program) enjoy career-enhancing professional development, build the breadth and depth of their discipline-specific knowledge, and have access to the U of M's library and research resources. High Schools strengthen their academic departments, attract and retain outstanding students by offering the rigorous academic challenges they want, and increase public awareness of their high standards.
<b>Community Investment</b>	A report of the resources provided to the Academies by an entity outside the school system. Items included may include, but are not limited to, time, donations, supplies, curriculum development and strategic planning.
<b>Community Partners</b>	This is used in reference to the myriad of stakeholders within the community that are involved in the high school reform process, but are not a part of Shakopee Public Schools.
<b>Credentialing and Certification</b>	Teachers are credentialed if they have met the requirements to offer professional certifications to their students. All qualified students should have access to acquire a professional certification through their chosen pathway.
<b>Dashboard Report</b>	A set of student data reviewed on a regular basis to gauge success of the student (MySaberPlan).
<b>Data warehouse</b>	A district-wide data management system that will include various points of student data by academy. In addition, it will allow teachers and principals to view information on a district level, school level, class level, and individual student level. A student's performance on district and state assessments, attendance record, and many other pieces of information will be available to staff through this warehouse. With this information, our schools will be able to quickly identify students who are falling behind and develop appropriate interventions. We will be able to use value-added data to predict the future academic success of a student and provide whatever help is needed early on to ensure the student has the best opportunity for success.
<b>District Marketing and Communications Plan</b>	This plan will be a document written to describe the current market position of SPS and the district's strategy for achieving its marketing objectives. It will include parameters for marketing each of The Academies of Shakopee to retain a consistent district identity and promote community awareness of the academies' brand.
<b>Dual credit and dual enrollment</b>	Dual enrollment courses allow students to take college level courses for both high school and college credit. Dual credit courses are taught in high school, at local colleges or through distance education. They offer students opportunities to enter post-secondary education with credits that allow them to save money towards graduating with a degree.

<b>TERM</b>	<b>DEFINITION</b>
<b>English Learners (EL)</b>	A person who is in the process of acquiring English and has a first language other than English. Also, a program to ensure that Limited English Proficient students attain English proficiency in all areas of language and meet the same academic achievement standards as others.
<b>Ford Next Generation Learning</b>	Ford Next Generation Learning mobilizes educators, employers, and community leaders to create a new generation of young people who will graduate from high school both college and career ready in an emerging workforce prepared to compete successfully in the 21st century economy.
<b>Freshman Seminar</b>	A classroom-based, comprehensive guidance and career exploration course for 9th grade students designed to support the transition of students into the Academies of Shakopee. The seminar experience will encourage student success, improve personal and academic skills, decrease dropout rates, increase graduation rates, and support and improve post-secondary plans, participation making educated academy choices based on content, experiences and exploration.
<b>Gateway Course</b>	A quarter length course that introduces each Area of Interest and is a requirement for 6 <sup>th</sup> and 7 <sup>th</sup> grade students at the middle level.
<b>Global Elective</b>	A course that is not embedded within an academy. Typically meets a post-secondary or graduation requirement (e.g. World Language, Fine Arts).
<b>Graduation Rate</b>	For purposes of tracking high school objective graduation rate for ALL students. For 2018-2019, the basic formula for determining the graduation rate is <i>Regular graduates in current cohort</i> /( <i>All members of current cohort</i> ).
<b>High-skill, high wage, high demand workforce skills</b>	High Demand: Occupations projected to grow at a rate above average employment growth rate for all occupations in a region. High Wage: Occupations paying more than the area's median salary. High Skill: Occupations with education or training requirements of long-term on-the-job training, work experience in a related occupation, and/or related post-secondary education or training.
<b>Individualized Education Plan (IEP)</b>	SPS' response to the Individuals with Disabilities Education Act which requires all public schools to develop an IEP for every student with a disability who is found to meet the federal and state requirements for special education.
<b>Instructional technology</b>	A broad range of teaching tools and their use in improving student learning, including but not limited to computers and computer software, smart boards, digital cameras and recording and playing devices, PDA's, GPS devices, student response systems, etc.
<b>Interdisciplinary curriculum</b>	An approach to teaching and learning that looks at the foundational objectives of multiple curriculum areas and enables teachers to teach the whole student and make links among disciplines, thereby giving students a more relevant, less fragmented, and more stimulating experience, dissolving subject area boundaries and encouraging learning across the curriculum.
<b>Introductory Course</b>	The first course in a sequence of courses within a program of study. Typically, taken by 9 <sup>th</sup> or 10 <sup>th</sup> graders exploring academies.
<b>Intermediate Course</b>	✓ The second course in a sequence of courses within a program of study. Typically taken by 9 <sup>th</sup> to 11 <sup>th</sup> graders within the academy.
<b>MySaberPlan</b>	An electronic collection of student work that provides evidence that a student has gained 21st Century Skills and is ready for college and career.
<b>National Career Academy Coalition (NCAC)</b>	A national network of existing and emerging career academies which defines and implements evaluation processes based on their National Standards of Practice, provides technical assistance and training to support existing and emerging Career Academies and develops support networks.
<b>National Standards of Practice (NSoP)</b>	The National Standards of Practice for career academies were developed by an informal consortium of national career academy organizations. Drawn from many years of research and experience, they are framed around ten key elements for successful, sustained implementation of academies.
<b>Parent and industry surveys</b>	Surveys developed and administered periodically to ascertain the perception of parents and the business community of the Academies of Shakopee's progress toward achieving its goals of education reform and transformation.

<b>TERM</b>	<b>DEFINITION</b>
<b>PLAN and ACT</b>	As a "pre-ACT" standardized test, PLAN is a powerful predictor of success on the ACT. It also focuses attention on both career preparation and improving academic achievement. PLAN is administered in the fall of the sophomore year and helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years.
<b>Pathway</b>	A student's area of focus is defined as three credits specific to the students' planned course of study in addition to the other high school requirements and is a requirement for graduation.
<b>PSEO</b>	Postsecondary Enrollment Options (PSEO) is a State of Minnesota program that allows 10th-, 11th- and 12th-grade students to earn college credit while still in high school, through enrollment in and successful completion of college-level courses. With traditional PSEO, these courses are generally offered on the campus of the postsecondary institution; some courses are offered online. Postsecondary institutions are not allowed to charge PSEO students for tuition, textbooks or support services. Students may be charged for equipment that becomes their property when the course or program is completed.
<b>Professional Learning Community</b>	A community of educators and administrators focused on learning rather than on teaching, working collaboratively, and holding themselves accountable for results.
<b>Program of study</b>	A sequence of courses that increase in depth and complexity in a more focused program within an Area of Interest and directly relates to 2-yr and 4-yr post-secondary options and relevant career opportunities.
<b>Project-based curriculum</b>	A Project-based curriculum uses classroom projects to bring about deep learning of course content, where students use technology and inquiry to engage with issues and questions that are relevant to their lives. These classroom projects are used to assess student's subject matter competence compared to traditional testing.
<b>Purity</b>	The basis of success for SLCs and career academies is to what level common teachers are sharing common sets of students, otherwise defined as "purity." This is what provides student support, safety nets, personalization, integrated teaching, rigor; and many other benefits of academic and CTE team teaching.
<b>Rigor, Relevance, Relationships and Readiness</b>	The vision for all the Academies of Shakopee is to effect transformation in these areas: <ul style="list-style-type: none"> <li>• Engaging students in learning by setting high academic standards and providing rigorous, meaningful instruction and support</li> <li>• Giving students individual attention and building stronger relationships by moving them through their academy with a shared team of teachers and fellow students</li> <li>• Drawing on students' real-world experiences and understandings to build new knowledge and showing students the relevance between their work in school and the world of work</li> <li>• Ensuring students are ready for college and careers through awareness of opportunities and a plan for achieving their goals</li> </ul>
<b>School Improvement Plan</b>	An annual strategic planning document prepared by each school which provides data about the school and the community it serves, an analysis of the academic and non-academic performance of the school along with its organizational effectiveness, and an action plan for achieving each of its strategic directives.
<b>Service Learning</b>	Service learning is an experiential method of teaching, learning and reflecting that combines classroom curriculum with meaningful service in the community to enrich learning, teach civic responsibility, and encourage lifelong civic engagement.
<b>Smaller Learning Community (SLC)</b>	Smaller, more personalized environments within a school that offer students opportunities to focus on common interests or themes, form closer relationships with a team of teachers and their peers, and access personalized student mentoring and advisories.
<b>Standards-Based Curriculum and Grading</b>	A curriculum which includes a curriculum framework which outlines specific knowledge or skills which students must acquire; a curriculum-planning model; capacity and appropriate professional development at all levels of the educational system; and monitoring and evaluating of the curriculum as teachers implement it in the classroom.

**TERM****DEFINITION****Whole Child**

Alignment of the human and capital resources of the education, health, housing, public safety, recreation, and business systems within a community to provide coordinated services to students and their families so that each child in each school, is healthy, safe, engaged, supported and challenged. Includes educational, social, emotional and physical well-being.

**Work-Based Learning**

The opportunity for students to learn a variety of skills by expanding the walls of classroom learning to include the community and narrowing the gap between theory and practice to provide meaning and relevance for students. Students learn a variety of skills through rigorous academic preparation with hands-on career development experiences by working in teams, solving problems, and meeting employers' expectations.

h



*Shakopee*  
**PUBLIC SCHOOLS**  
**EDUCATION FORWARD**

BRAND AND  
MESSAGING  
GUIDE



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<b>2</b>	Our promise and personality
<b>3</b>	Know your audience
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## Why do we need a brand?

To enhance the public perception of our organization, we need to reinforce our brand through the consistent use of words, images and graphics.

Imagine a symphony orchestra. Before the lights dim, before the conductor raises the baton, a discordant blend of strings, percussion, and woodwind instruments squeaks and groans from the stage. It is only when the musicians begin playing in unison that we can appreciate their talents.

---

Every piece of communication that features the Shakopee Public Schools name represents an opportunity to tell our story. For maximum impact, we need every school, program, service and department to tell the same story. We need to play the same tune.

---

If your job involves communicating with any of our many audiences – prospective and current students and families, local businesses, community leaders and stakeholders – you are a Shakopee Public Schools brand ambassador. That means you are in a position to influence how people perceive us.

---

This guide is designed to help us strengthen our brand by consistently delivering messages that are clear, cohesive and compelling.

---

In doing so, we will maximize our ability to be seen, heard, recognized and valued. We will also help our community move education forward.

## Our promise

In determining how we will present the district to our target audiences, we want to emphasize what makes us different from other school districts in our community.

Because of our student focus, and our desire to move education forward, we can confidently promise:

---

**In Shakopee Public Schools, we are dedicated to offering an exceptional and innovative learning experience for every student.**

---

Over time, the look of our marketing materials may evolve, but our brand does not. This is our essence, what we are known for, and the reason families should choose us, and businesses and stakeholders support us.

## Our personality

Our brand personality reflects the traits that distinguish us from other school districts. It describes how we behave, how we fulfill our promise. In all of our communications, we should aim to:

---

**Speak with integrity and compassion – a collaborative, community leader.**

---

Chances are good you know people like this within the district. It may describe you. All district communications should strike the appropriate tone to reinforce these positive characteristics.

## Know your audience

For most of the people we're trying to reach, our communications serve as a window to the Shakopee Public Schools educational experience.

We want to motivate audiences to take action – to enroll in our schools, attend an event, and apply for a job. To make a memorable impression, we must tailor our messages to specific audiences. Ask yourself:

- 
- What do they care about most?
  - What is relevant to them?
  - What questions do they need answered?
- 

Research indicates that most choices are influenced by feelings more than facts. Strive to engage your audience on an emotional level first by making a personal connection. Go beyond what a story is, and focus on why this information matters to your audience.

For example, seeing an increase in the number of students taking AP classes is a fact – a number – but conveying a story about how that improved the experience of a specific student creates a feeling. A family without young children may not pay attention to the school down the block, but knowing the school buses driving down their street are saving money – and the environment – demonstrates the district's commitment to the broader community.

---

**If you don't know enough about your audience, do some research, or ask those who know the audience.**

---

## Key messages

Stressing our desire to move education forward is just a start. To strengthen our brand, we need to illustrate the benefits and impact of our approach. Every time you share an impressive story about your students, school or program, you reinforce the brand and bring our story to life.

There are many different reasons that people support Shakopee Public Schools. But, these messages represent the most compelling and relevant themes for all audiences we are trying to reach:

- 
- Our strong college and career-ready curriculum prepares our students for the 21st century.
  - We enhance student learning by pairing excellent teaching with the latest instructional technology.
  - We expect our students to develop critical thinking skills, demonstrate character, and work well together.
  - The diversity of our district prepares students to be culturally-competent, global citizens.
  - Our students have the opportunity to excel in academics, athletics, and the arts.
  - We are fiscally responsible with taxpayer money.
-

## Tone of voice

In all of our communications, our tone of voice should be friendly and approachable, not formal or academic vocabulary. We develop relationships with our students and families, and work side-by-side to help them get an exceptional education. That means:

- Copy should sound conversational. We are providing something of great value.
- Be inclusive – often using “we” and “our” instead of “Shakopee Public Schools.” When referring to the district, use “Shakopee Public Schools” instead of “District 720.”
- Be student-centric in words and visuals – focus more on personal stories, and how we provide what each student and family needs to be successful, and less on statistical justification of our excellence.
- Engage your audience on an emotional level. Focus first on why this story is important, then provide details about what they need to know.



"As industries and businesses become more technologically advanced, the skill set required for students to be successful in the real world continues to change."

— Jim Walsh, Principal, Science and Digital Learning Center

"Teachers are now better equipped to meet the needs of..."

"While learning from the technology we will not become obsolete until..."

"The 21st century is full of change and..."



**Shakopee**  
PUBLIC SCHOOLS  
EDUCATION FORWARD



Teachers need ongoing training and support to use technology effectively in the classroom and to make the most of it for their students.

## THE CUTTING EDGE BEGINS

### Technology for today and tomorrow

Today's students need to be equipped with the technological knowledge and skills necessary to be competitive in the 21st-century workplace. Our students now have the opportunity to use emerging technologies to enhance their learning and increase their communication with the world beyond the classroom walls.

In May of 2010, we signed a technology buy to invest in our classrooms, devices, and support for students and teachers to be successful with technology.

"In the last decade, technology has changed in a way that has shaped the world we live in," said Physics Teacher and Digital Learning Coach Joe Sagan. "In order to best prepare our students for college and career ready, we must provide them with authentic learning experiences that allow them to use technology to collaborate, communicate, and be creative."

### STUDENTS AND TEACHERS BENEFIT

The process of learning is not just about the content, but also about the skills and the ability to use technology effectively. Our students and teachers are now better equipped to meet the needs of the 21st-century workplace.

2.5

6,700

500



## Our visual identity

All communications will reinforce our brand promise, personality and key messages through our choice of stories, photos and headlines. By consistently using our logo, colors, typography and graphics, our visual identity will become established and recognized.



## ABOUT US

Shakopee Public Schools offers a complete educational experience early childhood through high school and even beyond. Our exceptional faculty and staff are dedicated to providing our community with the best educational opportunities so that our students are college and career ready.

Shakopee Public Schools works to foster a love for learning so that our students become lifelong learners that succeed in our diverse world. We are dedicated to helping our students excel and achieve their educational goals.

We offer exceptional programming from early childhood, to all-day, every-day Kindergarten, community education, Advanced Placement, College in the Schools courses, Project Lead the Way and Advancement Via Individual Determination (AVID) courses.

Our teachers have earned state honors for being some of the best in their fields. According to a 2013 survey, the top two qualities that residents reported liking the most about the district are our teachers and our emphasis on academics.

[www.shakopee.k12.mn.us](http://www.shakopee.k12.mn.us)



- 70% of our teachers have a masters degree or higher
- We hire new teachers every school year to keep up with rapid growth, and maintain some of the smallest class sizes in the Twin Cities metro area.
- In 2015, the district earned the state's School Finance Award for the third year in a row. The district is proud of its healthy fiscal status.



**Josie Koivisto**  
PRINCIPAL

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9,088 PROJECTED ENROLLMENT BY 2020, NEARLY 800 MORE STUDENTS THAN TODAY    335 THOUSAND SQUARE FEET OF NEW SPACE IN THE EXPANDED HIGH SCHOOL    102.5 MILLION DOLLAR BUILDING BOND APPROVED IN MAY 2014 REFERENDUM    2.5 MILLION DOLLARS PER YEAR FOR TECHNOLOGY DISTRICT-WIDE    2018 CONSTRUCTION COMPLETE BY FALL 2018



# THE FUTURE BEGINS HERE



### COMMUNITY EFFORT

Following the passage of the referendum, our school district engaged groups of community members, parents, teachers, and district staff to listen to the needs of our students and the community. The groups worked to plan the future of not only our facilities, but also our educational foundation. Each committee was tasked with a different part of the planning process and brought the key stakeholders to the planning table.

### Committees include:

- **High School Core Planning Group**  
Design and development of Shakopee High School
- **Inside Subcommittee**  
Design and development of indoor activity spaces for physical education, athletics, intramurals, and community
- **Outside Subcommittee**  
Design and development of outdoor field and activity support spaces
- **Perform Subcommittee**  
Design and development of performance spaces at the high school

### Thank you!

On May 6, 2014, district residents voted in favor of both school district referendum questions put before the community. The first question (86% Y; 14% N) was a bond referendum for an expansion to the current Shakopee High School and improvement of indoor and outdoor facilities. The expansion will help our district alleviate its enrollment crisis at all grade levels. The second question (81% Y; 19% N) was a levy to improve and enhance technology in our district.

### WE LISTENED

The Shakopee community strongly expressed its desire to establish one high school in the March 2014 referendum and again in the successful May 2014 referendum. Our district listened and, as a result, a high school with a capacity of 2,300 students will be built and open in the fall of 2018.

Many additional changes will unfold over the next two years. We will introduce the Academies of Shakopee with our expanded high school, transition Peavee 6th Grade Center back to an elementary school (K-5), and move our Josie High into middle schools (6-8). There will be new indoor and outdoor facilities, and game changing technology in our classrooms.

*"The district is striving to make the educational experience of each student one that makes them college and career ready."*

-Lise Maynard-Johnson, Parent and High School Core Planning Group



All Shakopee students will benefit from an added 100,000 sq. ft. of district's enrollment capacity.



## Putting it all together

Our brand is used in many ways: in printed publications, on signs, posters, in videos, and online. Each offers an opportunity to share our story. Consistent use of this guide and supporting materials strengthens the perception of who we are and helps each individual piece work harder for us.

---

Details make the difference.

While it's always important to look for new and innovative ways to reach our audiences, when someone chooses different fonts, changes our colors, or uses the logo incorrectly, the perception of our organization is diluted. To get the most from our brand, we need to work together to present a cohesive and compelling story – in images and words.

---

On the following pages, you'll find some tips for using the photos, graphics, and typography that distinguish our visual identity. To guide your choices, always remember to:

- Provide a central focus.
- Lead with emotion. What does the experience feel like?
- Ask yourself: Why does this matter to my audience?
- Convey confidence.



## Using our logo

A logo is an organization’s official identifying mark. It creates an image that firmly establishes the public’s initial perception of the organization. The logo is the most basic element in the application of a unified visual identity.

As the logo identifies who Shakopee Public Schools is, the tagline identifies the essence of how the district approaches its mission – the district’s brand position.

Shakopee Public Schools’ logo consists of three parts: the logotype, the symbol, and the tagline. There are several different configurations and color combinations of the logo. Use this guide to determine the best logo for your particular need.

The logo is uniquely rendered. It cannot be redrawn or modified in any way. Elements should never be enlarged or reduced separately from each other. Reproduce the logo using only the digital files available through the communications office.

SEE PAGE 44 FOR MORE INFORMATION.



PRIMARY LOGO



SECONDARY LOGO

## Logo configurations

The primary logo shows the district name, tagline and swoosh. Use the primary logo whenever possible. The secondary logo is the same, but without the swoosh.

In some instances, there may not be enough room to use the primary logo, or you may wish to use the logo on a red or black background. In these circumstances, it is better to use the secondary logo.

All district logos are uniquely rendered. They cannot be redrawn or modified in any way. Elements should never be enlarged or reduced separately from each other. Reproduce the logos using only the digital files outlined on pages 35-36.



COLOR LOGOS



BLACK LOGOS



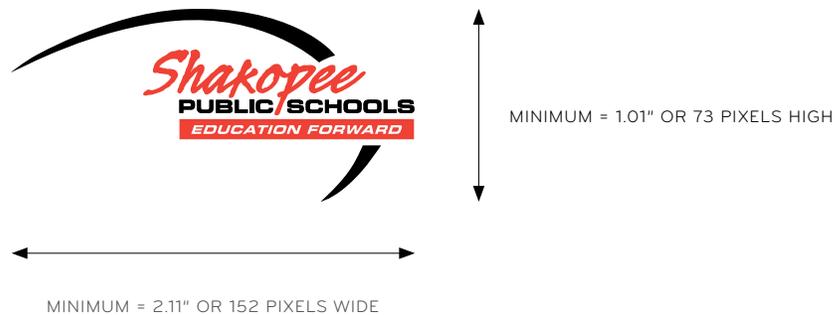
WHITE LOGOS



## Logo color combinations

The Shakopee Public Schools logo is prepared in two configurations in a variety of file formats and color combinations.

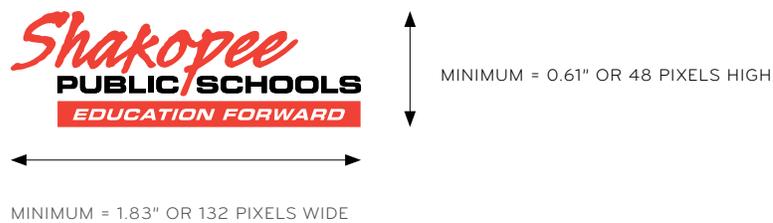
Reproduce the logos using only the digital files outlined on pages 35-36.



## Primary logo – minimum size

The Shakopee Public Schools logo has been designed for use in a wide variety of sizes. However, it should never be reproduced to a size that becomes difficult to see or read.

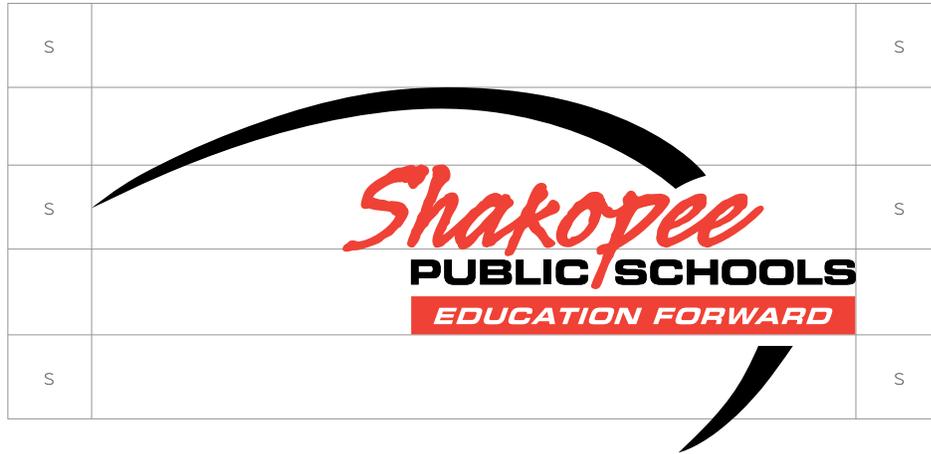
In print, the minimum logo size is 2.11" wide and 1.01" high, measured from the top of the star to the bottom of the tagline. When importing a digital file, scale the logo no less than 30% of its original size. For on-screen uses, the minimum size is 152 pixels wide and 73 pixels high. Never use this logo smaller than this.



## Secondary logo – minimum size

The Shakopee Public Schools logo has been designed for use in a wide variety of sizes. It should never be reproduced to a size that becomes difficult to see or read.

In print, the minimum logo size is 1.83” wide and 0.61” high, measured from the top of the star to the bottom of the tagline. When importing a digital file, scale the logo no less than 38% of its original size. For on-screen uses, the minimum size is 132 pixels wide and 48 pixels high. Never use this logo smaller than this.



## Minimum free space

The logo should always be surrounded by a buffer area to separate it from text and other graphic elements, as well as the edge of the page. No other elements should infringe upon this space. The minimum free space needed is specified relative to the height of the letter “E” in Shakopee Public Schools. You can use more space.

Example: If the letter “E” is 0.5” tall (37 pixels), the minimum free space above, below and on the sides of the logo is 0.5”.



COMBINING ATHLETICS AND DISTRICT LOGOS



LOGO SCALED TOO SMALL



WRONG COLOR



INSUFFICIENT CONTRAST



ADDITIONAL GRAPHICS: DROP SHADOW



ALTERED LOGO: WRONG TYPEFACE



LOGO COMPONENTS RESIZED OR REARRANGED

## Incorrectly used logos

Computer software has made it easy to modify graphics. Please resist the temptation to modify the Shakopee Public Schools logo in any way.

These pages illustrate some of the many ways the logo may be impaired by incorrect use or application. Please avoid these and all other changes to the Shakopee Public Schools logo.



0c 0m 0y 100k  
0r 0g 0b



0c 90m 86y 0k  
239r 65g 53b



21c 0m 23y 75k  
76r 90g 82b



10c 0m 6y 27k  
174r 188g 186b



0c 1m 27y 6k  
242r 232g 187b



100c 78m 0y 44k  
0r 45g 106b



20c 25m 60y 25k  
163r 145g 97b



0c 18m 90y 0k  
255r 207g 1b

## Using color

Color plays an important role in keeping all materials consistently recognizable. The Shakopee Public Schools logo is most commonly seen in Black and Pantone Red 032 or equivalents. These are the district's official and most commonly used colors.

The rest of the color palette is meant to be used less often as accents, as needed, but never in the district logos.

When printing in full color (CMYK), or when applying the colors on a website (RGB), use the equivalent colors shown above.

EUROSTILE BOLD EXTENDED: use for headlines and subheads

**ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
1234567890**

EUROSTILE MEDIUM: use for headlines or text

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
1234567890

SOURCE SERIF PRO: use for headlines or text

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
1234567890

FREE DOWNLOAD: <https://www.fontsquirrel.com/fonts/source-serif-pro>

BRYANT PRO: use for text and subheads

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
1234567890

BRYANT PRO ITALIC: use to highlight text

*ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
1234567890*

## Using type

The Shakopee Public Schools style extends to the use of the preferred typeface options outlined above. Typography, used consistently, is one of the most important design elements in establishing a recognizable graphic identity.

Eurostile, Source Serif Pro, and Bryant Pro are attractive, functional, and versatile enough for use in a wide variety of applications. These fonts can be used for both printed and electronic communications.

If these typefaces are unavailable, use reasonable equivalents such as those shown on page 19.

MICHROMA: use as a substitute for Eurostile

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
1234567890

FREE DOWNLOAD: <https://www.fontsquirrel.com/fonts/michroma>

NUNITO: use as a substitute for Bryant Pro

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
1234567890

FREE DOWNLOAD: <https://www.fontsquirrel.com/fonts/nunito>

SOURCE SANS PRO: use as a substitute for Bryant Pro

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
1234567890

FREE DOWNLOAD: <https://www.fontsquirrel.com/fonts/source-sans-pro>

SOURCE SANS PRO ITALIC: use as a substitute for Bryant Pro Italic

*ABCDEFGHIJKLMNOPQRSTUVWXYZ*  
*abcdefghijklmnopqrstuvwxyz*  
*1234567890*

FREE DOWNLOAD: <https://www.fontsquirrel.com/fonts/source-sans-pro>

## Alternate fonts

When possible, use the recommended typefaces on page 18. Reasonably similar alternatives may be used as necessary. All of the options above, in addition to Source Serif Pro on the previous page, are available for use on the web or free download via Google Fonts – [www.google.com/fonts](http://www.google.com/fonts).

How to download and install Google Fonts for Windows:

<https://www.youtube.com/watch?v=8OPpkJPjL4k>

How to download and install Google Fonts for Macintosh OSX:

[https://www.youtube.com/watch?v=S4w\\_hwrgUk](https://www.youtube.com/watch?v=S4w_hwrgUk)



Groups of photos work best when there is a dominant (usually larger) image.

Photo groups should aim to capture the diverse activities, ages, and ethnicities within the district.

Candid "action shots" – especially photos of teachers working one-on-one with students – should be paired with portraits of students looking at the camera.

Groups of photos may butt up against each other or have a consistent gap between them.

Use natural lighting whenever possible, rather than "staging" photo shoots.

## Using photography

It's true – a good picture is worth a thousand words. Because we are bombarded by so many messages and so much visual clutter, it's never been more important to choose photos wisely.

Choose photos that evoke a strong emotional connection, cropping them to maximize intimacy. Refer to the brand promise and key messages to evaluate which image best suits your communication objective.

Ask yourself: Does the image enhance our story? Does it reflect our brand personality? Can we make it simpler or more compelling?



# WELCOME

The six areas of interest are:

- Arts & Communication
- Business & Entrepreneurship
- Engineering & Manufacturing
- Health Sciences
- Human Services
- Science & Technology



## Listening. Learning. Planning. Building.



**50** PERCENT OF COLLEGE FRESHMEN CHANGE MAJORS 2-3 TIMES

Rounded-corner rectangles (0.125" diameter) may be used to frame photos and page headings, and also as bullets within copy.

Red circles may also be useful in highlighting an item on a page, presentation, or website.

Red banners may be used to separate items on a page, hold headlines, copy, or pull quotes.

Factoids help highlight information and give readers another way to scan content.

Some programs and affiliated organizations have their own logos and graphics, but they should always compliment the district's visual identity.

## Using graphics

Consistent use of our logo, colors, and graphics will increase recognition of and appreciation for our brand.

The district's visual identity is clean and uncluttered. The graphics are used primarily to highlight copy, organize content within a page, and reinforce our red and black colors.

**McNally,Crystal**

January 29, 2016 at 9:04 AM

To: Dan Woychick  
Special Edition - - Feedback so far

Dan –

Attached and below are feedback for changes so far.  
We have a meeting tomorrow at 3pm with our Communications Committee and would love to have a fresh up to date copy with these changes if possible.

I will be in the office by 7:30 tomorrow morning if you have any questions on this feedback.

Thank you again - - this looks great!

**Crystal McNally**  
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[cmcnally@shakopee.k12.mn.us](mailto:cmcnally@shakopee.k12.mn.us)

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**SHAKOPEE PUBLIC SCHOOLS** *EDUCATION FORWARD*

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**SHAKOPEE PUBLIC SCHOOLS** *EDUCATION FORWARD*

SHAKOPEE EMAIL SIGNATURE

## E-mail signature

When communicating through email, your words and the look of your email convey a strong message. Customers, vendors and associates will judge not only the content, but also the look of your email and your email signature.

To maintain a consistent and professional appearance for your emails, embed this image in your email. Here is how to do it:

How to embed a graphic in Outlook:

<https://www.youtube.com/watch?v=g6fFAVZscXk>

For more information, contact your IT support person. All graphics are uniquely rendered and should not be redrawn or modified in any way. To obtain the digital file for the electronic signature, visit the Communications Dep't website. See page 44.



## Shakopee Sabers Athletics

The Shakopee Public Schools brand identity represents the entire district and its educational mission – from kindergarten through high school.

Shakopee athletes, coaches, and fans represent the district in a different context – in athletic competition with other schools – and have their own distinct logos and graphics.

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The school district and athletics brand identities should remain distinct from one another and not used interchangeably.

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SABER HEAD



SABER HEAD EMBLEM



SABER HEAD LOGOTYPE



SHAKOPEE SABER HEAD



SABERS SABER HEAD

## Saber head logos

The saber head logo comes in several configurations and is the primary mark used to identify Shakopee Sabers athletics. These logos should never be used on a red or black background. Additional supplementary graphics are available for other applications.

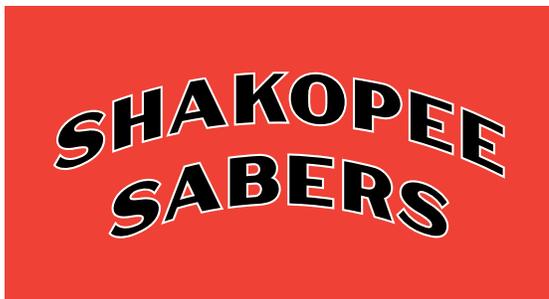
All athletics logos are uniquely rendered. They cannot be redrawn or modified in any way. Elements should never be enlarged or reduced separately from each other. Reproduce the logos using only the digital files outlined on page 37.

**SHAKOPEE  
SABERS**

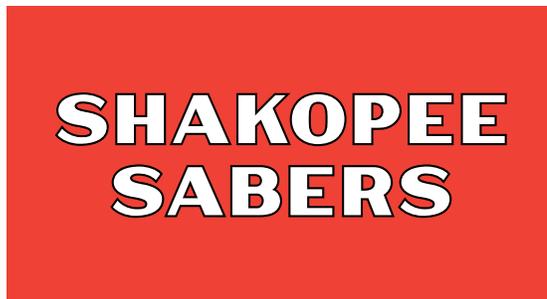
ARC LOGOTYPE BLACK

**SHAKOPEE  
SABERS**

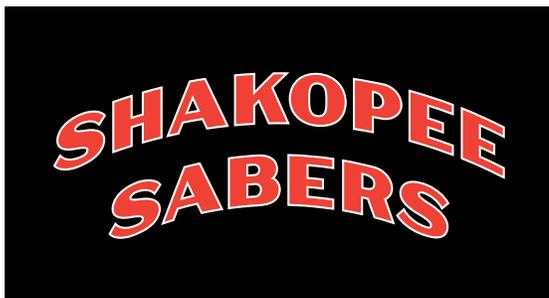
STACKED LOGOTYPE RED



ARC LOGOTYPE BLACK + WHITE OUTLINE



STACKED LOGOTYPE WHITE + BLACK OUTLINE



ARC LOGOTYPE RED + WHITE OUTLINE



STACKED LOGOTYPE WHITE + RED OUTLINE

## Athletics logotype

Typography, used consistently, is one of the most important design elements of a visual identity. The Shakopee Sabers logotype comes in several color configurations and formats. It is suitable for use on uniforms, field and court graphics, and other applications where using the saber head logo isn't practical.

All athletics logos are uniquely rendered. They cannot be redrawn or modified in any way. See all available configurations on page 38.



BLOCK S



SABER PAW



PANTONE  
BLACK

0c 0m 0y 100k  
0r 0g 0b



PANTONE  
RED 032

0c 90m 86y 0k  
239r 65g 53b

## Athletics colors and graphics

The consistent use of logos, graphics, and colors are all part of establishing a recognizable identity. The Shakopee Sabers Block S and Saber Paw come in several color configurations and formats. These are secondary, complementary graphics. They should not be used in place of – or instead of – the saber head logo.

All athletics graphics are uniquely rendered. They cannot be redrawn or modified in any way. See all available configurations on page 39.



## SUCCESS METRICS



### Student Accomplishments

- > Mastery of Shakopee CAPS professional skills
- > Attendance rates
- > Feedback from clients
- > Number of internships
- > Feedback from internship sponsors
- > ACT scores
- > GPA



### Operational Targets

- > Enrollment
- > Number of mentors and business partners
- > Curriculum quality
- > Budget



### Customer Satisfaction

- > Stakeholder groups
  - Students
  - Parents
  - High School administrators and counselors
  - Business partners and mentors
  - College and university partners



**DR. ROD THOMPSON**  
SUPERINTENDENT OF SCHOOLS

952-496-5006 e > 612-716-7838 c > 952-496-5056 r  
rthompson@ShakopeeCAPS.org

1200 Town Square > Shakopee MN 55379 > ShakopeeCAPS.org

## HEALTHCARE AND MEDICINE





**SHAKOPEE CAPS**  
CENTER FOR ADVANCED PROFESSIONAL STUDIES

**BUSINESS PARTNER**



**EDUCATION PARTNER**



## Shakopee CAPS

The CAPS Program is an elective program for juniors and seniors at Shakopee High School that immerses them in hands-on career experiences with the help of local business partners.

The Shakopee CAPS identity is similar, yet distinct, from the school district and has its own distinct logos and graphics.



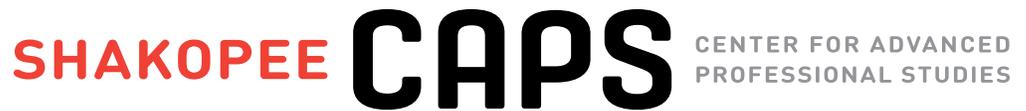
SHAKOPEE CAPS PRIMARY LOGO



CAPS ON BLACK



CAPS ON RED



HORIZONTAL TYPE LOGO

## Shakopee CAPS logos

The Shakopee CAPS logo comes in several configurations and is the primary mark used to identify the program. Additional graphics and templates are available.

All Shakopee CAPS logos are uniquely rendered. They cannot be redrawn or modified in any way. Elements should never be enlarged or reduced separately from each other. Reproduce the logos using only the digital files outlined on page 42.



S-TEXTURE

DIN ROUND PRO

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
1234567890

FREE ALTERNATIVE: Miso at <https://www.fontsquirrel.com/fonts/Miso>



0c 0m 0y 100k  
0r 0g 0b



0c 90m 86y 0k  
239r 65g 53b



0c 0m 0y 50k  
152r 152g 152b

## CAPS colors and graphics

The consistent use of graphics, typography, and color is all part of establishing a recognizable identity. The Shakopee S-Texture, typeface, and colors are used throughout all materials for the program.

All Shakopee CAPS graphics are uniquely rendered. They cannot be redrawn or modified in any way. See all available graphics on pages 42-43.



## The Academies of Shakopee

### KEY MESSAGES

The Academies of Shakopee are small learning communities that are organized around a student's areas of interest.

The academy concept came from the desire for small, real-world learning communities in a large high school. The Academies of Shakopee will be implemented in the fall of 2018 when the expanded high school opens.

Students will have the opportunity to connect with others who have similar aspirations, and with teachers who can make meaningful connections to their plans for the future.



**ACADEMIES  
OF SHAKOPEE**

ACADEMIES OF SHAKOPEE FULL-COLOR LOGO



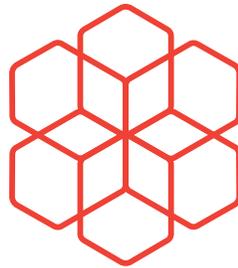
**ACADEMIES  
OF SHAKOPEE**

ACADEMIES OF SHAKOPEE TWO-COLOR LOGO



**ACADEMIES  
OF SHAKOPEE**

ACADEMIES FULL-COLOR STACKED LOGO



**ACADEMIES  
OF SHAKOPEE**

ACADEMIES TWO-COLOR STACKED LOGO

## Academies logos

The Academies of Shakopee logo comes in several configurations and is the primary mark used to identify the program. Additional graphics and templates are available.

All Academies of Shakopee logos are uniquely rendered. They cannot be redrawn or modified in any way. Elements should never be enlarged or reduced separately from each other. Reproduce the logos using only the digital files outlined on page 40.



## Academies icons

Each of the seven academies is identified by its own own color and icon. These will be used to distinguish communications from each individual academy and to identify each within the new school building.

All Academies of Shakopee graphics are uniquely rendered. They cannot be redrawn or modified in any way. See all available graphics on page 41.



## Academies colors

The consistent use of graphics, typography, and color is all part of establishing a recognizable identity. Each academy is associated with its own distinct color. See above.

When printing in full color (CMYK), or when applying the colors on a website (RGB), use the equivalent colors shown above.

See all available graphics on pages 40-41.

EUROSTILE BOLD EXTENDED: use for headlines and subheads

**ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
1234567890**

FREE ALTERNATIVE: Michroma at <https://www.fontsquirrel.com/fonts/michroma>

EUROSTILE MEDIUM: use for headlines or text

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
1234567890

FREE ALTERNATIVE: Michroma at <https://www.fontsquirrel.com/fonts/michroma>

DIN ROUND PRO: use for text

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
1234567890

FREE ALTERNATIVE: Miso at <https://www.fontsquirrel.com/fonts/Miso>

## Academies type

The Academies of Shakopee style extends to the use of the preferred typeface options outlined above. Typography, used consistently, is one of the most important design elements in establishing a recognizable graphic identity.

Eurostile and DIN Round Pro are attractive, functional, and versatile enough for use in a wide variety of applications. These fonts can be used for both printed and electronic communications.

If these typefaces are unavailable, use reasonable equivalents such as those shown in RED above.

# District logo files



TWO-COLOR, CMYK, AND RGB LOGOS



BLACK LOGOS



COLOR + GRAY LOGOS



BLACK + GRAY LOGOS

## LOGOS WITH A SWOOSH

	EPS FILES	JPG FILES	PNG FILES
	These are vector-based files that scale larger without any loss of resolution. They are used in printed materials.	These are for use in print or on screen, <u>but they cannot be scaled larger.</u>	These are only for use on the web and have a transparent background. <u>They cannot be scaled larger.</u>
<b>TWO-COLOR</b> These logos are for pieces using only two colors.	sps_logo2016_2C.eps sps_logo2016_2C+gray.eps		
<b>BLACK</b> These logos are for pieces using only black.	sps_logo2016_black.eps sps_logo2016_black+gray.eps	sps_logo2016_black_300dpi.jpg sps_logo2016_black+gray_300dpi.jpg	sps_logo2016_black_72dpi.png sps_logo2016_black+gray_72dpi.png
<b>CMYK</b> These logos are for pieces printed in full color.	sps_logo2016_cmyk.eps sps_logo2016_cmyk+gray.eps		
<b>RGB</b> These logos are for pieces that are online or on screen.		sps_logo2016_rgb_300dpi.jpg sps_logo2016_rgb+gray_300dpi.jpg	sps_logo2016_rgb_72dpi.png sps_logo2016_rgb+gray_72dpi.png

# District logo files (no swoosh)



TWO-COLOR, CMYK, AND RGB LOGOS



LOGO ON RED BACKGROUND



BLACK LOGOS



LOGO ON BLACK BACKGROUND

LOGOS WITHOUT A SWOOSH			
	EPS FILES	JPG FILES	PNG FILES
	<p>These are vector-based files that scale larger without any loss of resolution. They are used in printed materials.</p>	<p>These are for use in print or on screen, <u>but they cannot be scaled larger.</u></p>	<p>These are only for use on the web and have a transparent background. <u>They cannot be scaled larger.</u></p>
<p><b>TWO-COLOR</b></p> <p>These logos are for pieces using only two colors.</p>	<p>sps_logo2016_2Cno.eps sps_logo2016_2Cno_onblack.eps sps_logo2016_2Cno_onred.eps</p>		
<p><b>BLACK</b></p> <p>These logos are for pieces using only black.</p>	<p>sps_logo2016_black_no.eps</p>	<p>sps_logo2016_black_no_300dpi.jpg</p>	<p>sps_logo2016_black_no_72dpi.png</p>
<p><b>CMYK</b></p> <p>These logos are for pieces printed in full color.</p>	<p>sps_logo2016_cmyk_no.eps sps_logo2016_cmyk_no_onblack.eps sps_logo2016_cmyk_no_onred.eps</p>		
<p><b>RGB</b></p> <p>These logos are for pieces that are online or on screen.</p>		<p>sps_logo2016_rgb_no_300dpi.jpg sps_logo2016_rgb_no_onblack_300dpi.jpg sps_logo2016_rgb_no_onred_300dpi.jpg</p>	<p>sps_logo2016_rgb_no_72dpi.png sps_logo2016_rgb_no_onblack_72dpi.png sps_logo2016_rgb_no_onred_72dpi.png</p>

# Athletics logo files



SABER HEAD



SABER HEAD LOGOTYPE



SABER HEAD EMBLEM



SHAKOPEE SABER HEAD



SABERS SABER HEAD

## ATHLETICS LOGOS

	EPS FILES	JPG FILES	PNG FILES
	<p>These are vector-based files that scale larger without any loss of resolution. They are used in printed materials.</p>	<p>These are for use in print or on screen, <u>but they cannot be scaled larger.</u></p>	<p>These are only for use on the web and have a transparent background. <u>They cannot be scaled larger.</u></p>
<p><b>TWO-COLOR</b></p> <p>These logos are for pieces using only two colors.</p>	<p>spsAthletics_SABER-head_2C.eps spsAthletics_SABER-emblem_2C.eps spsAthletics_SABER-Logotype_2C.eps spsAthletics_SABER-Shakopee_2C.eps spsAthletics_SABER-Sabers_2C.eps</p>		
<p><b>CMYK</b></p> <p>These logos are for pieces printed in full color.</p>	<p>spsAthletics_SABER-head_cmyk.eps spsAthletics_SABER-emblem_cmyk.eps spsAthletics_SABER-Logotype_cmyk.eps spsAthletics_SABER-Shakopee_cmyk.eps spsAthletics_SABER-Sabers_cmyk.eps</p>		
<p><b>RGB</b></p> <p>These logos are for pieces that are online or on screen.</p>		<p>spsAthletics_SABER-head_300dpi.jpg spsAthletics_SABER-emblem_300dpi.jpg spsAthletics_SABER-Logotype_300dpi.jpg spsAthletics_SABER-Shakopee_300dpi.jpg spsAthletics_SABER-Sabers_300dpi.jpg</p>	<p>spsAthletics_SABER-head_72dpi.png spsAthletics_SABER-emblem_72dpi.png spsAthletics_SABER-Logotype_72dpi.png spsAthletics_SABER-Shakopee_72dpi.png spsAthletics_SABER-Sabers_72dpi.png</p>

# Athletics logotype files



ARC LOGOTYPE BLACK



STACK LOGOTYPE RED



ARC LOGOTYPE BLACK + WHITE OUTLINE



STACK LOGOTYPE WHITE + BLACK OUTLINE



ARC LOGOTYPE RED + BLACK OUTLINE



STACK LOGOTYPE WHITE + RED OUTLINE

ATHLETICS LOGOTYPE		
	ARC LOGOTYPE	STACK LOGOTYPE
	Shakopee Sabers type set on an arc.	Shakopee Sabers type stacked on two lines.
<p><b>TWO-COLOR</b></p> <p>These logos are for pieces using only two colors.</p> <p><i>To obtain other file formats or color formats, contact the Communications Office.</i></p>	<ul style="list-style-type: none"> <li>spsAthletics_Arc-Logotype_black.eps</li> <li>spsAthletics_Arc-Logotype_black+red-outline.eps</li> <li>spsAthletics_Arc-Logotype_black+white-outline.eps</li> <li>spsAthletics_Arc-Logotype_red.eps</li> <li>spsAthletics_Arc-Logotype_red+black-outline.eps</li> <li>spsAthletics_Arc-Logotype_red+white-outline.eps</li> <li>spsAthletics_Arc-Logotype_white.eps</li> <li>spsAthletics_Arc-Logotype_white+black-outline.eps</li> <li>spsAthletics_Arc-Logotype_white+red-outline.eps</li> </ul>	<ul style="list-style-type: none"> <li>spsAthletics_Stack-Logotype_black.eps</li> <li>spsAthletics_Stack-Logotype_black+red-outline.eps</li> <li>spsAthletics_Stack-Logotype_black+white-outline.eps</li> <li>spsAthletics_Stack-Logotype_red.eps</li> <li>spsAthletics_Stack-Logotype_red+black-outline.eps</li> <li>spsAthletics_Stack-Logotype_red+white-outline.eps</li> <li>spsAthletics_Stack-Logotype_white.eps</li> <li>spsAthletics_Stack-Logotype_white+black-outline.eps</li> <li>spsAthletics_Stack-Logotype_white+red-outline.eps</li> </ul>

EPS files are vector-based files that scale larger without any loss of resolution. They are used in printed materials. To obtain other file formats or color formats, contact the Communications Office. See page 44.

# Athletics graphics files



BLOCK S - RED + BLACK OUTLINE



BLOCK S - BLACK + RED OUTLINE



BLOCK S - WHITE + BLACK OUTLINE



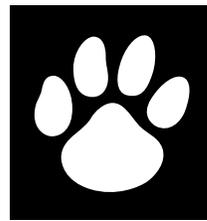
BLOCK S - RED + WHITE OUTLINE



SABER PAW - BLACK



SABER PAW - RED



SABER PAW - WHITE

ATHLETICS GRAPHICS		
	BLOCK S	SABER PAW
<p><b>TWO-COLOR</b></p> <p>These logos are for pieces using only two colors.</p> <p><i>To obtain other file formats or color formats, contact the Communications Office.</i></p>	<p>spsAthletics_BlockS_black.eps</p> <p>spsAthletics_BlockS_black+red-outline.eps</p> <p>spsAthletics_BlockS_black+white-outline.eps</p> <p>spsAthletics_BlockS_red.eps</p> <p>spsAthletics_BlockS_red+black-outline.eps</p> <p>spsAthletics_BlockS_red+white-outline.eps</p> <p>spsAthletics_BlockS_white.eps</p> <p>spsAthletics_BlockS_white+black-outline.eps</p> <p>spsAthletics_BlockS_white+red-outline.eps</p>	<p>spsAthletics_SaberPaw_black.eps</p> <p>spsAthletics_SaberPaw_red.eps</p> <p>spsAthletics_SaberPaw_white.eps</p>

EPS files are vector-based files that scale larger without any loss of resolution. They are used in printed materials. To obtain other file formats or color formats, contact the Communications Office. See page 44.

# Shakopee CAPS logos



SHAKOPEE CAPS – PRIMARY LOGO



SHAKOPEE CAPS – ON BLACK



SHAKOPEE CAPS – ON RED



SHAKOPEE CAPS – WHITE



SHAKOPEE CAPS – TYPE LOGO

SHAKOPEE CAPS LOGOS		
	CAPS LOGO	TYPE LOGO
	Shakopee CAPS logo with the interlocking S.	Horizontal logo with only the Shakopee CAPS type
<p><b>TWO-COLOR</b></p> <p>These logos are for pieces using only two colors.</p> <p><i>To obtain other file formats or color formats, contact the Communications Office.</i></p>	<p>ShakopeeCAPS_Logo.eps</p> <p>ShakopeeCAPS_Logo_onBlack.eps</p> <p>ShakopeeCAPS_Logo_onRed.eps</p> <p>ShakopeeCAPS_Logo_White.eps</p>	<p>ShakopeeCAPS_TypeLogo.eps</p> <p>ShakopeeCAPS_TypeLogo_onBlack.eps</p> <p>ShakopeeCAPS_TypeLogo_onRed.eps</p> <p>ShakopeeCAPS_TypeLogo_White.eps</p>

EPS files are vector-based files that scale larger without any loss of resolution. They are used in printed materials. To obtain other file formats or color formats, contact the Communications Office. See page 44.

# Shakopee CAPS texture



SHAKOPEE CAPS – S-TEXTURE BLACK



SHAKOPEE CAPS – S-TEXTURE RED



SHAKOPEE CAPS – S-TEXTURE GRAY

SHAKOPEE CAPS TEXTURE	
	<p><b>S-TEXTURE</b></p> <p>Repeating pattern of the Shakopee CAPS interlocking S.</p>
<p><b>TWO-COLOR</b></p> <p>These logos are for pieces using only two colors.</p>	<p>ShakopeeCAPS S-Texture Black.eps</p> <p>ShakopeeCAPS S-Texture Red.eps</p> <p>ShakopeeCAPS S-Texture Gray.eps</p>

EPS files are vector-based files that scale larger without any loss of resolution. They are used in printed materials. To obtain other file formats or color formats, contact the Communications Office. See page 44.

# Academies of Shakopee logos



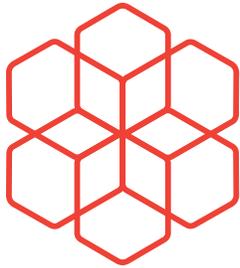
**ACADEMIES**  
OF SHAKOPEE

ACADEMIES SNOWFLAKE – COLOR



**ACADEMIES**  
OF SHAKOPEE

ACADEMIES SNOWFLAKE  
STACKED – COLOR



**ACADEMIES**  
OF SHAKOPEE

ACADEMIES SNOWFLAKE – RED



**ACADEMIES**  
OF SHAKOPEE

ACADEMIES SNOWFLAKE  
STACKED – RED

## ACADEMIES OF SHAKOPEE LOGOS

	<b>EPS FILES</b>	<b>JPG FILES</b>
	These are vector-based files that scale larger without any loss of resolution. They are used in printed materials.	These are for use in print or on screen, <i>but they cannot be scaled larger.</i>
<b>TWO-COLOR</b> These logos are for pieces using only two colors.	Academies-Snowflake-Red.eps Academies-Snowflake-Stacked-Red.eps	Academies-Snowflake-Red.jpg Academies-Snowflake-Stacked-Red.jpg
<b>FULL-COLOR</b> These logos are for pieces printed in full color.	Academies-Snowflake-Color.eps Academies-Snowflake-Stacked-Color.eps	Academies-Snowflake-Color.jpg Academies-Snowflake-Stacked-Color.jpg

To obtain other file formats or color formats, contact the Communications Office. See page 44.

# Academies of Shakopee icons



ARTS + COMMUNICATIONS



BUSINESS + ENTREPRENEURSHIP



ENGINEERING + MANUFACTURING



FRESHMAN ACADEMY



HEALTH SCIENCE



HUMAN SERVICES



SCIENCE + TECHNOLOGY



ACADEMY BADGES

## ACADEMIES OF SHAKOPEE ICONS

	EPS FILES	JPG FILES
	These are vector-based files that scale larger without any loss of resolution. They are used in printed materials.	These are for use in print or on screen, <i>but they cannot be scaled larger.</i>
<b>FULL-COLOR</b> These logos are for pieces printed in full color.	Arts + Communication.eps Business + Entrepreneurship.eps Engineering + Manufacturing.eps Freshman Academy.eps Health Science.eps Human Services.eps Science + Technology.eps (file name + Badge for alternate version)	Arts + Communication.jpg Business + Entrepreneurship.jpg Engineering + Manufacturing.jpg Freshman Academy.jpg Health Science.jpg Human Services.jpg Science + Technology.jpg (file name + Badge for alternate version)

To obtain other file formats or color formats, contact the Communications Office. See page 44.

## Obtaining digital files

The Shakopee School District's visual identity is designed to be used for all official communications from the district.

We want to make it easy to use this guide. Artwork for the Shakopee Public Schools logo, as well as many of the graphics and photos found in this guide, may be obtained through the communications office or on the district's website at:

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<http://www.shakopee.k12.mn.us/communications>

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If you have any questions regarding district communications, marketing, or branding, don't hesitate to email or call:

---

**952-496-5082 - OR - [communications@shakopee.k12.mn.us](mailto:communications@shakopee.k12.mn.us)**

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PLEASE NOTE: Although these branding efforts may conflict with current use of logos, colors, and graphics used around the district, these will only be replaced through their natural life cycle. There will be no extra or additional cost in complying with these guidelines.

# Draft - Attendance Area Benchmarks

## Overview presented to School Board 2/13/2017

Task	Date	
January		
> GuideK-12 <a href="http://guidek12.com">http://guidek12.com</a>	1/17/2017	
February		
> Present Framework and Benchmarks to the School Board	2/13/2017	School Board Business Meeting
> Create Attendance Area Guiding Change Document	2/27/2017	School Board Learning Session
March		
> First Look at New Attendance Areas	3/13/2017	School Board Business Meeting
> Review of Proposed 2018-19 Attendance Area Changes	3/20/2017	School Board Retreat
> Public Input	3/20-4/10/2017	Public Review & Comment
April		
> Public Input	3/20-4/10/2017	Public Review & Comment
> 1st Reading of 2018-19 Attendance Areas	4/10/2017	School Board Business Meeting
May		
> 2nd Reading & Approval of 2018-19 Attendance Areas	5/8/2017	School Board Business Meeting