

John Bergs
Activities Director
Margot Hansen
Director of Teaching & Learning
Jeff Heine
Buildings & Grounds Director



Chuck Keller
Business Director
Angie Kahle
Student Support Services Director
Dorothy Koller
Community Education Director

SPECIAL BOARD MEETING & BOARD WORK SESSION
District Office, 130 South Willow Street, Belle Plaine, MN 56011
6:00 PM Monday, November 9, 2015

Our mission is to pursue excellence in academics, programming, and the social and emotional development of our students. Fostering a culture of kindness, inclusion, and pride in ourselves, our school, and our community.

1. Call to Order:

2. Other Items as Brought Before the Board & Consideration of Agenda:

3. Action Items:

1. Approve Resolution Canvassing the Election Results: Dr. Ryan Laager **3**

4. Discussion Items:

1. Weight Room Redo: **5**

2. World's Best Workforce: **7**

3. Curriculum Update Literacy:

4. Sub Structure: **19**

5. Dual Language:

6. Online Learning:

7. Coding: **20**

8. Pathways: **23**

9. Holiday Express:

10. Fall Play Refreshments Dr. Ryan Laager

5. Other:

6. Adjourn:

Board Clerk

Date

RESOLUTION CANVASSING RETURNS
OF VOTES OF SCHOOL DISTRICT GENERAL ELECTION

BE IT RESOLVED by the School Board of Independent School District No.716, as follows:

1. It is hereby found, determined and declared that the general election of the voters of the district held on November 3, 2015, was in all respects duly and legally called and held.

2. As specified in the attached Abstract and Return of Votes Cast, a total of 430 voters of the district voted at said election on the election of three school board members for four year term vacancies on the board caused by expiration of term on the first Monday in January next following the general election as follows:

Tracy O'Brien	284
Diane Skelley	264
Terry Kahle	237
Gary Steinhagen	202
Write-in Votes	30

3. Candidate O'Brien, Candidate Skelley, and Candidate Kahle, having received the highest number of votes, are elected to four year terms beginning the first Monday in January, 2016.

4. The school district clerk is hereby authorized to certify the results of the election to the county auditor of each county in which the school district is located in whole or in part.

(Attach Abstract and Return of Votes Cast)

ABSTRACT AND RETURN OF VOTES CAST
FOR GENERAL ELECTION
NOT HELD ON DAY OF STATEWIDE ELECTION

INDEPENDENT SCHOOL DISTRICT NO. 716 (BELLE PLAINE)
STATE OF MINNESOTA

ABSTRACT AND RETURN OF VOTES CAST
GENERAL ELECTION
NOVEMBER 3, 2015

Registration Statistics

Number of persons registered at 7 a.m.	*1.	5078
Number of new registrants on election day	*2.	15

Ballots delivered to the precinct

Ballots delivered as certified by the clerk	3.	1000	
Ballot count adjustments from incident log (+/-)	4.	0	
Number of unofficial ballots made	5.	0	
Number of absentee ballots delivered	6.	1	
Total number of ballots delivered to precinct (3+4+5+6 = A)			A 1001

Ballots not in the ballot box

Number of spoiled ballots	*7.	2	
Number of originals for which duplicates made	*8.	0	
Number of rejected absentees	*9.	0	
Number of unused ballots	10.	569	
Total number of ballots not in the ballot box (7+8+9+10 = B)			B 571

Ballots cast in the ballot box

Number of signatures on roster (preregistered + EDR)	*11.	429	
Number of accepted regular, military and overseas absentee ballots	*12.	1	
Number of accepted federal only absentee ballots	*13.	0	
Number of accepted presidential only absentee ballots	*14.	0	
Total number of ballots in the ballot box (= persons voting) (11+12+13+14 = C)			C 430

Ballots returned to Auditor/Clerk

Ballots returned from the precinct (B + C = D)			D 1001
Difference for auditor/clerk notation on delivery record (A - D = E)			E 0

* are entered into ERS stats

SCHOOL BOARD MEMBER

CANDIDATE Tracy O'Brien	284
CANDIDATE Gary Steinhagen	202
CANDIDATE Diane Skelley (Write-in)	264
CANDIDATE Terry Kahle (Write-in)	237
Write-ins (All Others)	30
Overvotes/Defective	3
Undervotes	<u>270</u>
TOTAL FOR THIS OFFICE	1017

Overview of Space

Strengths of the District

One of the strengths of our school district is the number of students who participate in extra-curricular activities including fine arts and athletics. Many of our students who participate in activities enjoy a significant amount of student success and school spirit resulting in community pride. As a district, we need to support students and ensure we have the facility and space to help promote further physical development and musical/fine arts performances. Unfortunately, our facility space currently does not provide for these areas and we have two significant gaps in facility space including our ineffective weight room and sub par performing arts auditorium.

Auditorium

The need for a new auditorium is well known in our district. There have been multiple proposals for different sites. All of the options presented are going to cost between 6 to 8 million dollars. If the auditorium is constructed as a part of a new high school, the cost may be significantly reduced because of the ability to bulk order materials and machinery already in place for existing construction on site. This reduces the overall cost and addresses a far more significant need. As you know, when upgrading facilities it is important to do things right and ensure efficiency.

One consideration is the intention of service to students. The auditorium would not typically be used as a teaching space and might serve far fewer students during the day as compared to a weight and fitness room.

Weight and Fitness Room (How many students do we have that participate in athletics, weight, and fitness?)

The weight and fitness room would serve as a classroom for teaching and learning multiple times a day and support the development of all of our extra curricular activities. Ideally, ten different sports teams would access and use the space including additional summer programming expanding access and opportunities down to 5th and 6th grade for both boys and girls. We currently have 791 participants in athletic activities with 441 students participating in duplicate sports.

Upgrading the weight room now would allow students to have a space in our current setting that is safe, high quality, and comparable to surrounding schools. This space would also be able to be move to a new school when it is constructed to ensure that the money spent now would be transferable to a new site. Many people have stepped forward and want to partner on the project; this does not require the passage of a referendum.

Action Plan

We have met with various groups asking for their feedback and partnership as we plan to improve our weight room and cardio studio. The groups overwhelmingly shared with us to make sure we do it right. The following proposal would honor their desire to do the project right and guarantee their commitment.

The plan is to remove the walls in the current space to open up 3400 square feet for our remodeled weight room and cardio studio. A local construction company is donating their time and expertise to this project and will do the space modifications. This is a savings of around \$10,000 dollars to the district.

Working with local organizations and sports teams we have \$33,500 already committed. We are still waiting on a few groups to get us firm numbers and believe we will have around \$40,000 in donations to start the project.

In order to finish the project and do it right we are asking for support to use deferred maintenance money to cover the cost of replacing the flooring, mirrors and paint on the walls. In addition, a district contribution of \$25,000 out of the general fund to complete the weight room needs and purchase the necessary cardio equipment to fill the cardio studio.

This is a space that touches almost all of the students at Belle Plaine during their K-12 experience here. To ensure we maintain regionally competitive facility we need to complete this project and ensure it is ready for student use in the summer of 2016.

Group Area	Donation Amount
Sports Teams	\$31,500
Donations	\$9,000
District General Fund	\$25,000
Total	\$65,500

Belle Plaine Public Schools
World's Best WorkForce Plan
2015 - 2016

Mission Statement

Expecting Excellence from Everyone, Every Day

Belle Plaine Public Schools continue to implement academic standards required under the No Child Left Behind Act and by the Minnesota Department of Education. As successful schools, we expect all students will receive high quality, scientifically based instruction provided by qualified personnel to ensure that any academic difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. *With successful core instruction, approximately 80% of students will master core content.* Students identified as being “at risk” through universal screenings and/or results on state or district-wide tests receive supplemental instruction during the school day through the Response to Intervention program. Approximately 15% of students will require this additional academic support.

World's Best Workforce Guidelines:

Based on legislation adopted in 2013, the Belle Plaine School District has developed this comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce.

Based on legislated guidelines, our World's Best Workforce Plan addresses the following goals:

1. Have all students meet school readiness goals;
2. Have all third grade students achieve grade-level literacy;
3. Close the achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers;
4. Have all students graduate from high school;
5. Have all students attain college and career preparedness.

Student Performance Measurement

Belle Plaine Public Schools uses several universal screening assessments to determine student achievement and progress. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. NWEA MAP, AIMSweb and FAST assessments are used up to three times a year (Fall, Winter and Spring). All other assessments are offered once.

The Minnesota Comprehensive Assessment (MCA III) is an adaptive Reading, Math and Science test given to students in Grades 3-11. In an adaptive test, the rigor of the questions students must

answer will depend on how well they have done on previous questions. If a student responds correctly to a test item, the student will be asked to answer increasingly difficult questions. If a student responds incorrectly, the difficulty of questions will decrease. This way, the test can hone in on a student's achievement level. However, students will not be asked to answer any questions that are outside of their grade-level standards.

The Measures of Academic Progress (NWEA MAP) is an adaptive test used to determine student's instructional level and to measure academic growth throughout the school year. MAP tests are unique in that they adapt to be appropriate for each student's level of learning and are not limited to material at a certain grade level.

The AIMSweb Curriculum-Based Measurements (CBMs) are used three times a year (fall, winter and spring) to summarize both a student's level of performance and rate of progress. These assessments give a snapshot of a student's early literacy skills, early numeracy skills, oral reading fluency and/or academic growth in reading and math. They are used to identify students who could benefit from additional support or enrichment. Once students are identified, additional assessments might be needed to determine what kind of support each child might need. Differentiated instruction and intervention, through the RTI program, might take place inside or outside of the classroom.

FAST (Formative Assessment System for Teachers), now newly named FASTBridge Learning. It summarizes both student's level of performance and the rate of progress. These assessments give a snapshot of a student's early literacy skills, early numeracy skills, oral reading fluency and/or academic growth in reading and math. They are used to identify students who could benefit from additional support or enrichment, and provide data relevant to individual skills. Once students are identified, additional assessments might be needed to determine what kind of support each child might need. Differentiated instruction and intervention, through the RTI program or by general education or gifted and talented teacher, might take place inside or outside of the classroom. FAST also offers an adaptive measure to allow for a more summative view of a student's academic growth from fall to spring.

Early Childhood Developmental Screening is recommended for students ages 3-5 and must be completed before kindergarten. It is used to assess visual, cognitive and motor abilities. Results are shared with parents upon retrieval of results in order to better assist parents and students moving forward.

EXPLORE, PLAN and the ACT were designed to work together to help students make educational and career plans starting in 8th grade and take them through high school and beyond. Most students take EXPLORE in 8th grade or at the beginning of 9th grade. PLAN is for 10th graders and the ACT is for 11th and 12th graders. Due to budget reductions, students will not be taking the EXPLORE or PLAN assessment during the 15-16 school year; however, as required, students will be taking a career interest inventory assessment in their 8th grade year.

The inventory leads to career information for students based on their interests, abilities and work preferences.

[DISTRICT ASSESSMENT PROCESS](#) (Includes cut scores)

Goal and Results:

World's Best Workforce legislation requires that we review student achievement throughout a student's school career based on the following guidelines:

1. All Students Ready for Kindergarten

Current Level of Performance-Kindergarten: Currently, 66.3% of our incoming kindergarten students are proficient on reading readiness skill of Letter Naming, 84% of them are proficient in Letter Sound Fluency, 90.2% of students are proficient in Phoneme Segmentation, and 81% of students are proficient on Nonsense Word Fluency based on the AIMSweb assessments. The average overall reading skill proficiency based on the individual skills results is 80.4%. Our incoming kindergarten students show proficiency rates as listed in the following math areas: oral counting-77%, number identification-75%, quantity discrimination-94%, and missing number 83%. The average overall math skill proficiency based on the individual skills results is 82.3%.

Goal: Students will show at least 3% growth in all areas of reading readiness assessments and at least 3% growth in all math readiness assessments by the end of Kindergarten, May of 2016.

Action Plan:

Preschool: Professional Learning Communities will continue to unpack standards for 3 and 4 year olds. They have been and will continue aligning these standards with the standardized expectations at Kindergarten. These standards are assessed using standards-based common assessments. Benchmarking is completed three times a year and progress monitoring once a month or as needed using Reading Corp., interventions, and AIMSweb/FAST.

Beginergarten: This was a new academic program for the 2014-2015 school year offered by the Belle Plaine School District. This program was an option for students who are eligible to enter Kindergarten (5 years old by September 1), who have birthdays during the months of May-August and are not developmentally, socially, and/or academically ready for Kindergarten. Beginergarten offers children a time to grow and develop to ensure continued success throughout their school careers. The hope is that it will give them a better foundation for reading and other studies. The program is utilizing a schedule that includes curriculum and "structured play." Beginergarten is an academic-based program that exposes students to the kindergarten common core and state standards. Students receive instruction in reading, math, writing, science and social studies; however, concepts will be introduced at a slower pace than Kindergarten. The students in the Beginergarten program typically enroll in Kindergarten the following year, giving the child two consecutive years of school before attending First Grade. There are currently 15 students enrolled in Beginergarten for the 15-16 school year.

Kindergarten: In addition to 30 minutes of core instruction in reading and math with research based programs, students receive differentiated instruction through a 45 minute math and 90 minute reading flex group model. Students who require more academic support receive 25 additional minutes of small group instruction in remedial reading and math skills through the Response to Intervention/Title I/Reading Corp programs. Currently 10 kindergarten students receive additional reading support and 8 students receive additional math support through these intervention programs. Progress is monitored weekly and students are dismissed from the program when they have met their targets.

2. All Students in Third Grade Achieving Grade-Level Literacy

Current Level of Performance: Currently, 56.8% of our third grade students scored at or above proficiency on the MCA III Reading Assessment. Prior proficiency levels on the MCA III were 61% in 2014. 80% of our third grade students scored at or above proficiency on the MCA III Math Assessment in 2014. In 2015 77.6% of our third grade students were at or above proficiency on the MCA III Math Assessment.

Goal: Students will show 3% growth in both reading and math as measured by Reading and Math MCAs by May, 2016.

Action Plan: In addition to core instruction in reading and math with research based programs, students in the primary grades receive differentiated instruction through a 30-45 minute daily flex group model. Students who require more academic support receive 20 additional minutes of small group instruction in remedial reading and math skills through the Response to Intervention/Title I program. Currently 45 students in Grades 1 and 2 receive additional reading/math support. An additional 6 reading students and 13 math students receive intervention support in Grade 3. Progress is monitored weekly and students are dismissed from the program when they have met their targets.

Teachers are working to fully implement a Balanced Literacy Program in grades K-6. Balanced Literacy is the gradual release of responsibility from the teacher to the student allowing the student to acquire skills in their zone of proximal development. Teachers have disaggregated data to best meet the student's individual needs through independent reading, modeling skills, guided reading groups, intense vocabulary work, and writing.

Targeted services through a summer school program are offered for students K-10. An extended day program after school is available for students grade 3-8. This remedial program focuses on technology-enhanced instruction in both math and reading. Approximately 8-10 students per grade levels attend these programs.

Professional Learning Communities (PLCs) are present and active in all school buildings with a focus on strategies for improved academic performance for all students. Specific learning initiatives for the 2014-2015 school year were to work on "Depth of Knowledge" to determine the

level of rigor, the types of questions asked, and the amount of time we spend on each standard. Specific learning initiatives for the 2015-2016 school year are to identify power standards and begin building intentional lessons and assessments grounded in the standards specifically. Conversations about best practices and what each standard “looks like” when mastered will take place during PLCs.

3. Close the Achievement Gap Among All Groups

Current Level of Performance: Our students of color perform 5% lower on the reading test and 10% lower on the math assessment than their white peers. Our students in the free and reduced lunch program perform 20% lower on reading and 22% lower on math than the students that do not receive free and reduced lunch.

Goal: Our students will show 3% growth in their reading and math proficiencies as measured by the reading and math MCAs by May, 2016.

Action Plan: In addition to core instruction in reading and math with research based programs, students in the elementary grades receive differentiated instruction through a 30-45 minute daily flex group model. Students who require more academic support receive 20 additional minutes of small group instruction in remedial reading and math skills through the Response to Intervention program. Currently 95 students in Kindergarten through Grade 6 receive additional academic support in reading and/or math. Currently, 20 students in Grades 7 and 8 receive additional academic support in math.

Targeted services through a summer school program are offered for students K-10. An extended day program after school is available for students grade 3-8. This remedial program focuses on technology-enhanced instruction in both math and reading. Approximately 8-10 students per grade levels attend these programs.

Surveying the community about internet connectivity at home will help us determine the benefit of providing online support for students over the summer. The online summer literacy support plan would consist of ebook options such as Storia and Reading A-Z. Math support would consist of a plan for students to use Kahn Academy and IXL to prevent any possible summer regression and meet students in their zone of proximal development.

Professional Learning Communities (PLCs) are present and active in all school buildings with a focus on strategies for improved academic performance for all students. Specific learning initiatives for the 2014-2015 school year were to work on “Depth of Knowledge” to determine the level of rigor, the types of questions asked, and the amount of time we spend on each standard. Specific learning initiatives for the 2015-2016 school year are to identify power standards and begin building intentional lessons and assessments grounded in the standards specifically. Conversations about best practices and what each standard “looks like” when mastered will take place during PLCs.

DETAILED ASSESSMENT REPORT FOR STUDENTS IN SUBGROUPS

4. All Students Graduate

Current Level of Performance: The four-year graduation rate cohort model shows the number of students graduating from high school within four years of entering Grade 9. Belle Plaine School's graduation rate is 93.3% based on the state AYP report.

Goal: Belle Plaine Schools will increase the four-year graduation rate cohort model by 3% in 2015-2016 based on the state AYP report.

Action Plan: In addition to core instruction, students in the High School who require more academic support will be placed in classes in which instruction will be aligned with their ability and learning needs. There are 15 students in grade 9 who are currently enrolled in that English program. In addition, students who have scored consistently below the proficiency mark on MCA/NWEA may be placed in a reading or math skills class instead of a study hall to allow for further instruction in areas of limitation (algebra, geometry, number sense.) The primary focus of this remediation is student growth from the previous year and proficiency on the MCA exams. Progress is monitored weekly and students are dismissed from the program when they have met their targets.

A credit recovery program is available to students within the school building. The Learning Career Development Lab (LCD) is designed to meet the individual needs of learners. Students utilizing the LCD lab can complete academic and credit make-up, enroll in an approved independent study course, or receive study skills help.

Professional Learning Communities (PLCs) are present and active in all school buildings with a focus on strategies for improved academic performance for all students. Specific learning initiatives for the 2014-2015 school year were to work on "Depth of Knowledge" to determine the level of rigor, the types of questions asked, and the amount of time we spend on each standard. Specific learning initiatives for the 2015-2016 school year are to identify power standards and begin building intentional lessons and assessments grounded in the standards specifically. Conversations about best practices and what each standard "looks like" when mastered will take place during PLCs.

5. All Students Career and College Ready by Graduation

Current Level of Performance: 31% of students in Grade 8 scored at or above proficiency benchmarks on the ACT EXPLORE composite score. 32% of students in Grade 10 scored at or above proficiency benchmarks on the ACT PLAN composite score. The composite score of our graduating class of 2015 was 22.2.

Goal: Student's overall average composite score will increase by .2 as adjusted based on the annual state overall average composite score.

Action Plan: Students currently complete a Careers unit during their 9th grade Civics class. The focus is on self-exploration through interest, ability and value inventories. This unit uses the Minnesota Career Information System (MCIS) program to structure the discussions on major, career opportunities and post-secondary requirements.

During the 2014-2015 school year, the Junior and Senior High implemented the Ramp Up to Readiness program. This weekly student advisory program focuses on the following standards of career and college preparedness: (1) academic readiness – the ability to succeed in first-year, credit bearing courses at a technical college, a community college or a four year college or university; (2) admissions readiness – the ability to meet admissions requirements at a range of postsecondary institutions; (3) career readiness – the ability to identify careers that match personal, financial, and other goals and an understanding of the skills, credentials, and experiences required to succeed in those careers; (4) financial readiness – the ability to cover the cost of the first term of study at a postsecondary institution through savings, loans and financial aid; (5) personal and social readiness – the ability to set educational goals, make and monitor progress toward them, and create relationships with peers and adults that support academic success.

Students currently have multiple opportunities to participate in concurrent enrollment classes. Courses are offered in English Literature, Writing, Math Modeling, Statistics, Biology, and Government. These courses are advantageous to students because it allows them to get a head start on their college careers. In addition, participation in concurrent enrollment may ease the transition from high school to college by giving students a sense of what college academics are like.

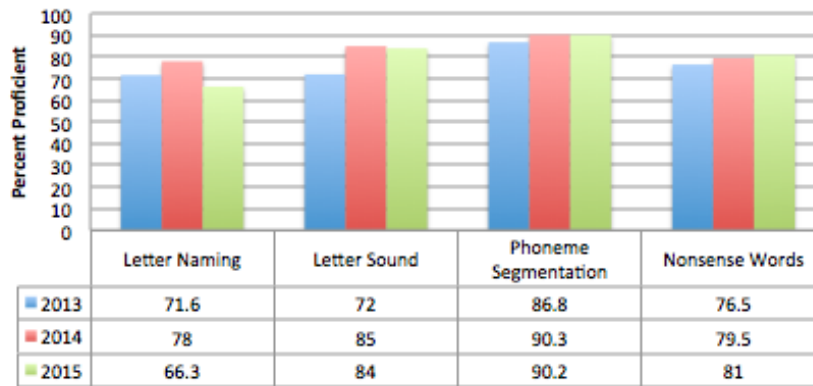
Finally, juniors and seniors are given the opportunity to explore vocational career opportunities in the following areas: Automotive Technology, Computer Networking, Computer Repair, Construction Technology, Cosmetology, Criminal Justice, Engineering, Graphic Design and Print, Medical Careers and Certifications, and Photography. These courses are offered through the Southwest Metro Education Cooperative.

[Curriculum Review Process](#)

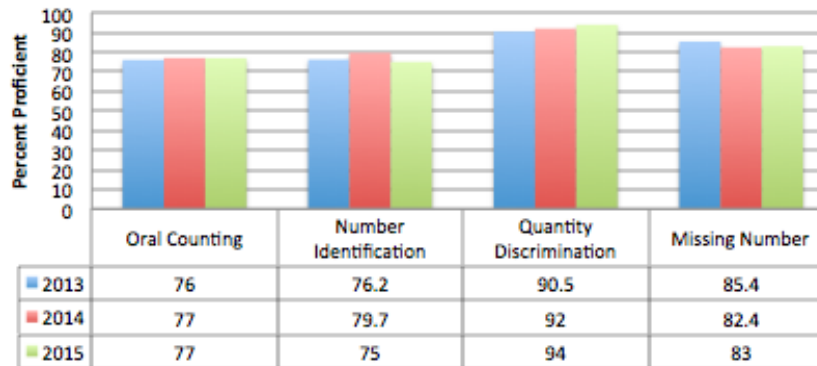
We are in the process of reviewing our program offerings for the 2016-2017 school year. Our intention is to provide career paths for students. These paths would provide beginning, intermediate, and advanced coursework opportunities beginning in grade 9 and culminating during a student's final year.

World's Best Workforce means striving to have all students meet reading and math readiness goals.

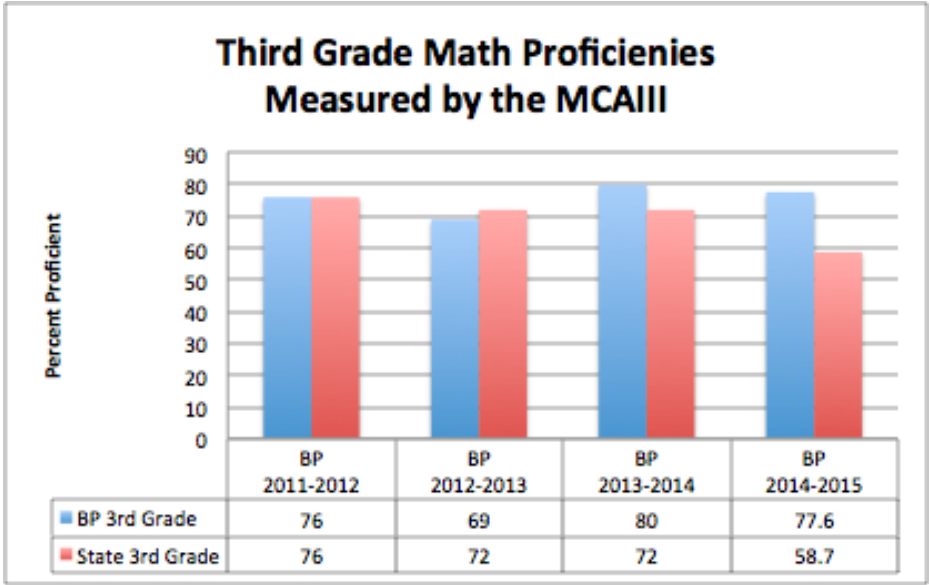
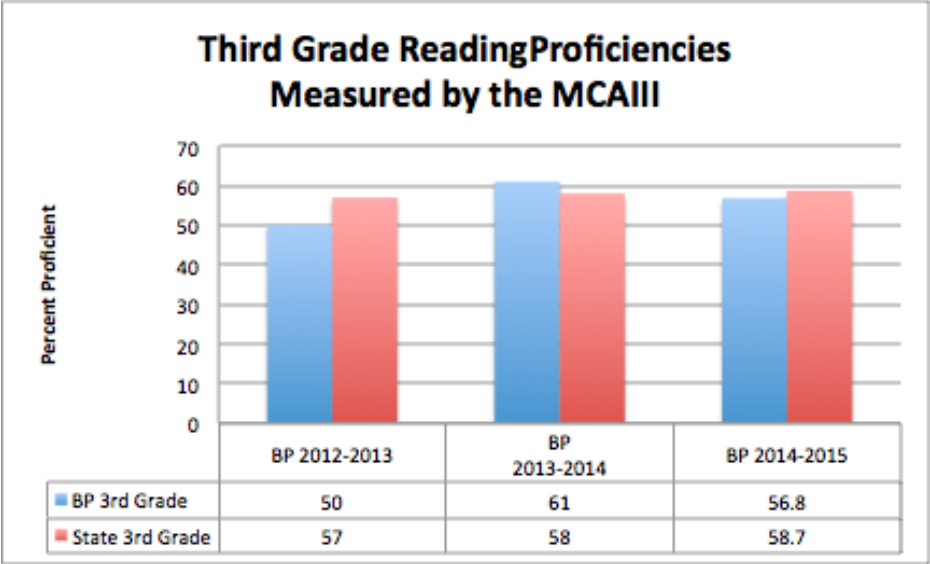
Kindergarten Reading Readiness
Early Literacy - Spring 2015
Measured by AIMSweb



Kindergarten Math Readiness
Early Numeracy Skills - Spring 2015
Measured by AIMSweb

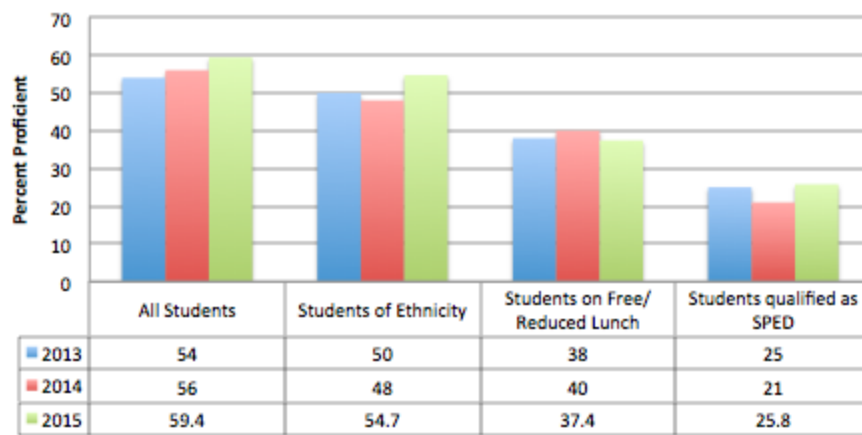


World's Best Workforce means striving to have all third grade students achieve grade-level reading and math literacy.

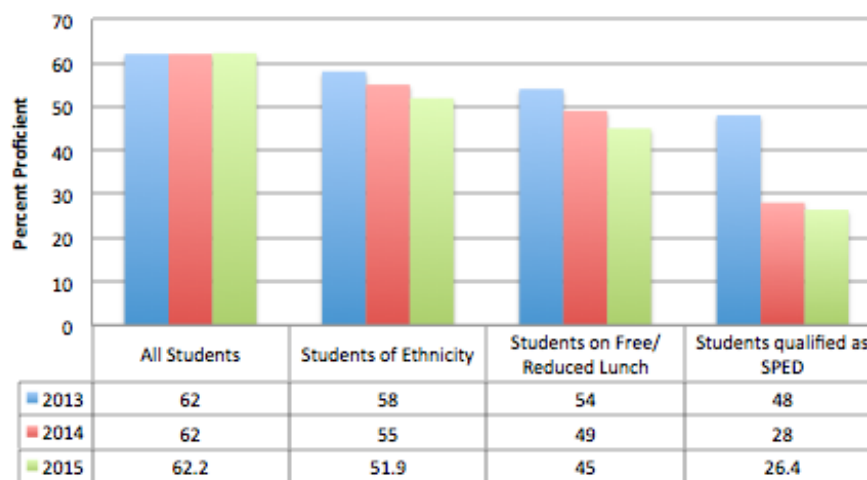


World's Best Workforce means striving to close the achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.

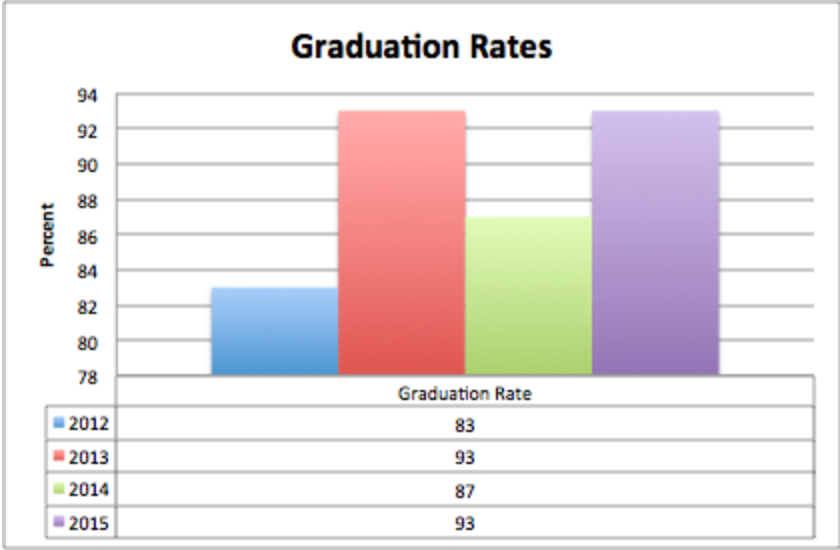
Reading Proficiencies - Spring 2015 Subgroups based on MCAIII



Math Proficiencies - Spring 2015 Subgroups based on MCAIII



World's Best Workforce means striving to have all students graduate from high school and attain college and career readiness.



Grad Year	English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State
2011	20	22.3	21.3	23	20.3	22.9	21.7	22.8	21	22.9
2012	21	22.1	22.8	23	22.3	22.9	22.5	22.7	22.3	22.8
2013	20.3	22.2	21.9	23.1	22	23.1	21.3	22.9	21.5	23
2014	20.4	22.1	21.8	23	22.2	23.1	21.8	22.9	21.7	22.9
2015	21.2	21.8	22.1	22.8	22.8	23	22.5	22.7	22.2	22.7

Substitute Teachers

We have had a difficult start to the year in finding substitute teachers. I am working on a proposal to make changes to how we recruit and retain substitute teachers in our district. I have checked with the surrounding districts and many of them are having similar challenges. For comparison the Eastern Carver County pays 125 per day, Shakopee pays 120 per day, Jordan Pays 110 per day, and Sibley East pays 110 per day. We current pay 110 per day for everyone but I am asking Chuck to cost out the following proposal.

The advantage to the proposal below is it encourages people to sub here often because the more days they sub the more they will receive in pay. LeSueur/Henderson public schools is going to move to a proposal similar to the one laid out below.

Substitute Teacher Proposal

Proposal for improving our ability to attract subs

\$110 for the first ten days the person subs

\$115 for the eleventh-twentieth day a person subs

\$125 for the twenty-first day and there after

At the discretion of administration, any other experienced, proven substitute teacher who subbed 40 or more days in the previous year shall be compensated at the highest rate (\$125)

To notify subs we will do a mass message to all sub staff registered in ASEOP to notify them of the change. In addition, we will advertise in local surrounding papers of our changes and encourage people to apply. I have asked district leaders to brain storm people we know who would be eligible to sub and work with them on the process of getting registered as a sub. I am hopeful that this proposal and recruitment effort will better assist us in dealing with the sub shortage we currently face.

Development and Expansion of Coding Curriculum

As we grow our district there are fundamental components that will attract families; including the aesthetics, the quality of our facilities, and the program we are delivering in these facilities. As a leadership team we have identified four areas we believe we need to explore to ensure we are providing the most relevant and rigorous programming options that will prepare our students for their future. One area that would be unique and set us apart from other districts is providing K-12 Coding for students. There is a significant professional need for Coders in multiple diverse industries and the experiences therefore, we will be providing students an opportunity to prepare to explore for a multitude of career options through coding.

Coding

The goal we have is to have 100 % of students coding in kindergarten through second grade for 30 minutes every other week (21st Century) as a pilot during the 2016-2017 school year. If the pilot were successful, the goal would be to expand the consistent, ongoing, coding experience through sixth grade.

Evaluation of coding will be completed annually through student portfolio completion (national coding standards aligned to Code.org's curriculum) as well as staff curriculum portfolio advancement and teacher evaluation and planning documents. Based upon metrics, all progress on course development as well as student proficiency can be measured.

OVERVIEW OF POTENTIAL K12 ROLLOUT

Elementary School

There are three levels of computer science at the elementary school level:

- Course 1: for early-readers, ages 4-6
- Course 2: for beginners, ages 6+
- Course 3: for ages 6+

These experiences blend online, self-guided and self-paced tutorials with "unplugged" activities including yet not limited to lessons that teach computing concepts without a computer. Each level consists of about 20 lessons that may be implemented as one contiguous unit or one lesson a week for a semester. Each lesson may be implemented within a standard 45-50 minute class period. The courses have been designed for students of all ages and they align to and integrate national standards in technology, computer science, math, science, and English.

Middle School

There are two interdisciplinary courses at the middle school level: CS in Science and CS in Math. These modules can augment our math science and curriculum by having students work through the modules at home and during their personalized learning time. Each module exists as multiple sets of topical lessons that will support student growth science and math courses. Again, students progress through courses using data gleaned

from formative and summative assessments as they meet and surpass math standards and proficiency on standards based assessments.

CS in Science

Code.org has partnered with the award-winning Project GUTS (Growing Up Thinking Scientifically) to deliver a middle school science program consisting of four instructional modules and professional development for the introduction of computer science concepts into science classrooms within the context of modeling and simulation. The goal of the program is to situate computer science practices and concepts within the context of life, physical, and earth sciences and prepare students to pursue formal, year-long courses in computer science during high school. CS in Science is aligned to the Next Generation Science Standards.

CS in Math

Code.org has partnered with Bootstrap to offer a curriculum module which teaches algebraic and geometric concepts through computer programming. Bootstrap focuses on order of operations, the Cartesian plane, function composition and definition, and solving word problems within the context of video game design. By shifting classwork from abstract pencil-and-paper problems to a series of relevant programming problems, Bootstrap demonstrates how algebra applies in the real world, using an exciting, hands-on approach. The CS in Math module is aligned to the Common Core Standards for Mathematics.

High School

Leveraging years of research by the National Science Foundation, the core courses in Code.org's high school package, Exploring Computer Science and Computer Science Principles have been designed to broaden participation in secondary computer science and prepare students for post-secondary experiences related to computing or college majors in computer science.

Exploring Computer Science (ECS)

Exploring Computer Science is a nationally recognized introductory college preparatory computer science course and includes curriculum, professional development, and assessments. ECS is composed of six foundational units with lessons that are designed to promote an inquiry-based approach to teaching and learning foundational concepts in computer science and highlighting the computational practices and problem solving associated with doing computer science.

The PD experience for ECS is based on three major pillars: computer science content/concepts, inquiry, and equity.

Computer Science Principles (CSP)

Defining CS Principles

The College Board has proposed a new Advanced Placement/AP course called AP Computer Science: Principles. The course is designed to be far more than a traditional introduction to programming - it is a rigorous, engaging, and approachable course that explores many of the big, foundational ideas of computing so that all students understand how these concepts are transforming the world we live in. The official AP exam is set to go live in the 2016-17 school year with an exam and portfolio-based assessment.

This will give our students another college credit earning option when we expand to the high school level.

STEAM

STEAM: Science,
Technology, Engineering,
Arts, & Math

Possible Careers: Actuary, Analytical Chemist, Architect, Artist, Assembler, Automotive Technician, Boilermaker, Design Engineer, Environmental Engineer, Foundry Worker, Freight, Game Designer, Industrial Machinery Mechanic, Lab Technician, Manufacturing Technician, Network Systems and Data Communication Analyst, Production Manager, Research Scientist, Safety Engineer, Stock and Material Movement Designer, Welder, Wild Life Biologist

Programs of Study	Introductory Course	Intermediate Course	Capstone Course
Computer Technology	<ul style="list-style-type: none"> • Computer Apps I • Web Design I • Intro to Gaming • Coding • 21st Century Issues 	<ul style="list-style-type: none"> • Computer Apps II • Web Design II • Advanced Gaming • Computer Repair • Computer Networking • How to build an App 	<ul style="list-style-type: none"> • Web Design Production • Gaming Production • Network Production
Engineering & Architecture	<ul style="list-style-type: none"> • Intro to Engineering • Construction Trades 		<ul style="list-style-type: none"> • Advanced CAD Production
Art	<ul style="list-style-type: none"> • Beginning Drawing • Ceramics I • Applied Arts I 	<ul style="list-style-type: none"> • Ceramics II • Applied Arts II • Intermediate Drawing 	<ul style="list-style-type: none"> • Art History Production
Choral Music	<ul style="list-style-type: none"> • Men's Chorus • Women's Chorus • History of Rock & Roll • World Music 	<ul style="list-style-type: none"> • Concert Band • Mixed Choir 	<ul style="list-style-type: none"> • Concert Band • Mixed Choir
Manufacturing	<ul style="list-style-type: none"> • Intro to Welding • Intro to Industrial Technology 	<ul style="list-style-type: none"> • Elements of Woodworking 	<ul style="list-style-type: none"> • Advanced Welding and Metal Fabrication • Light Construction Methods Production
Transportation Technology	<ul style="list-style-type: none"> • Auto Mechanics • Small Engines 		<ul style="list-style-type: none"> • Advanced Power Mechanics Production
Environmental & Research Sciences	<ul style="list-style-type: none"> • Food Science • CASE-AFNR?? 	<ul style="list-style-type: none"> • Engineering and Tech in AG • Pre-Vet (Animal Science) 	<ul style="list-style-type: none"> • Environmental Science Research Project

Health & Social Science

Students focus on understanding and serving people through medicine and the social sciences. Electives provide opportunities to explore the biomedical field, health careers, leadership and the social/psychological needs and development of people.

Possible Careers: Administrator, Art Therapist, Athletic Trainer, Bio Chemist, Bioengineer, Child Care Provider, Clinical Psychologist, Community Service Director, Daycare Facility Director, Dental Hygienist, Doctor, EMT/Paramedic Lab Technician, Geneticist, Home Health Aide, Licensed Practical Nurse, Medical Laboratory Technician, Nutritionist, Occupational Therapist, Pharmacist, Pharmacy Assistant, Physical Therapist, Physicians Assistant, Principal, Psychologist, Radiologic Technician, Registered Nurse, School Counselor, School Psychologist, Social Worker, Speech Pathologist, Surgeon, Teacher, Toxicologist, Veterinarian

Programs of Study	Introductory Course	Intermediate Course	Capstone Course
Biomedical	<ul style="list-style-type: none"> Principles of Biomedical Science 	<ul style="list-style-type: none"> Human Body Systems Medical Intervention 	<ul style="list-style-type: none"> Biomedical Innovation (4 year) Science & Research (4 year) Nursing Assistant (4 year, 2 year, Workforce)
Food Science	<ul style="list-style-type: none"> Intro to Food Science Nutrition & Foods 		
Health Sports Science	<ul style="list-style-type: none"> Fitness for Life Women's Fitness Strength Training Indoor, Outdoor Activities Activities Adapted Dual Activities 	<ul style="list-style-type: none"> Leadership Training <ul style="list-style-type: none"> Table Group Leading Meetings Strength Training & Development for Athletes 	<ul style="list-style-type: none"> Health Sports Management (4 year) Develop Physical fitness plans as an athletic trainer (4 or 2 year) ARE THERE ANY WORKFORCE OPTIONS?
Social Science	<ul style="list-style-type: none"> Child Development Theory I Family Issues 	<ul style="list-style-type: none"> Child Development Theory II Psychology Philosophy & Ethics Sociology Teen Issues 	<ul style="list-style-type: none"> Family Systems (4 YEAR) Society Systems (4 YEAR) Daycare Center Internship(2 year degree, workforce)

Global Studies

Students focus on the interplay of people, systems, and cultures. Electives provide opportunities to explore the relationships between business, politics and history, an emphasis on the world language and cultures.

Possible Careers: Accounting, Actuary, Ambassador, Anthropologist, Archaeologist, Art Historian, Auditor, Business Executive, Counselor, Customer Service Representative, Diplomat, Director of Tourism, E-Commerce, Entrepreneur, Financial Advisor/Analyst, Foreign Correspondent, Foreign Service Officer, Historian, Hospitality and Tourism Industry, Human Resources, Immigration, Officer, International Business, Interpreter, Journalist, Judge, Law Enforcement, Lawyer, Manager, Marketing Research Analyst, Military, Peace Corps/AmeriCorps Volunteer, Policy Advisor, Politician, Professor, Psychologist, Public Relations, Sales, Secret Service, Social Worker, Teacher, Writer,

Programs of Study	Introductory Course	Intermediate Course	Capstone Course
Business & Marketing	<ul style="list-style-type: none"> Personal Finance Intro to Business 	<ul style="list-style-type: none"> Accounting I Accounting II Sports Management 	<ul style="list-style-type: none"> Advantage Experience <ul style="list-style-type: none"> Write a business plan Participate in an internship Prepare and present a final project
World Politics & History	<ul style="list-style-type: none"> Hot Spots, Hardships & the Modern World 	<ul style="list-style-type: none"> Psychology Philosophy & Ethics Sociology 	21st Century Issues <ul style="list-style-type: none"> Develop what this would be and presentations that would go with it. Art History
Spanish	Spanish I	<ul style="list-style-type: none"> Spanish II Spanish III 	
Rosette Stone	Level I	<ul style="list-style-type: none"> Level II Level II 	
Art	<ul style="list-style-type: none"> Beginning Drawing Ceramics I Applied Arts I 	<ul style="list-style-type: none"> Ceramics II Applied Arts II Intermediate Drawing 	