

School Board Retreat

Monday, July 9, 2018 5:00 PM

District Office Board Room, Teleconference, URL:, Shakopee, MN 55379

1. Welcome and review of agenda

- 1.1. Financial (Informational-20 minutes) **Presenter:** Jeff Pr
- 1.1.1. 5 Year Plan/Fund Balance Restoration (Information Item &/or Discussion)
- 1.1.2. Operating Levy Discussion, District Comparisons and Planning (Create List of Key Issues-Tentative)
- 1.1.3. Bond and Lease Timing for Tax Strategy and Space Usage Reasons (see 1.2.2-Tentative)
- 1.2. Facilities (Brainstorming Activity-20 minutes) **Presenter:** Gary A and Scott S
- 1.2.1. Pearson Options
- 1.2.2. Leases (District Office and Tokata)
- 1.3. Academies of Shakopee (Information Item &/or Discussion-10 minutes) **Presenter:** Gary A
- 1.3.1. Overall Update
- 1.3.2. Champion Status
- 1.3.3. Deeper Understanding of Activities and Facilities Director, Community Partnership Manager and Academy Coach, Theater Manager - Office of Community Partnerships
- 1.3.4. PreK-5 Academy Effort - Link to Core Team Recommendations/Reminder of 6-8 Alignment Already in Place - Ongoing Needs
- 1.4. Public Communications (Informational Item &/or Discussion-10 minutes-Can save for Learning Session) **Presenter:** Gary A
- 1.4.1. Responding to Comments
- 1.5. District Planning (80 minutes) **Presenter:** Dave O and Nancy T
- 1.5.1. Revise Strategic Plan
- 1.5.2. Refresh District Organizational Chart
- 1.5.3. Review Programs (Measure Impact of Programs to Validate Ongoing Operation/Different Ways to Evaluate Achievement)
- 1.5.4. eLearning Days (Informational Item &/or Discussion)
- 1.5.5. Walking Distance for Middle School and Jr. High School Students (Consensus Item)
- 1.6. Evaluation (Informational Item &/or Discussion- 30 minutes-Can save for Learning Session) **Presenter:** Gary A
- 1.6.1. District - Principals, Cabinet & Teachers

1.6.2. Board

1.6.3. Superintendent

1.7. Yearly Board Meeting Planning (Informational Item &/or Discussion-10 minutes-Can save for Learning Session) **Presenter:** Matt M

1.8. Equity (Equity Lens Activity-20 minutes) **Presenter:** Gary A

1.8.1. Where are We Going?

1.9. Role of the School Board (20 minutes-Can save for Learning Session) **Presenter:** Board Led

1.9.1. Leadership Scenario

1.10. Parking Lot Items for Upcoming Board Learning Sessions/Retreats

2. **Other**

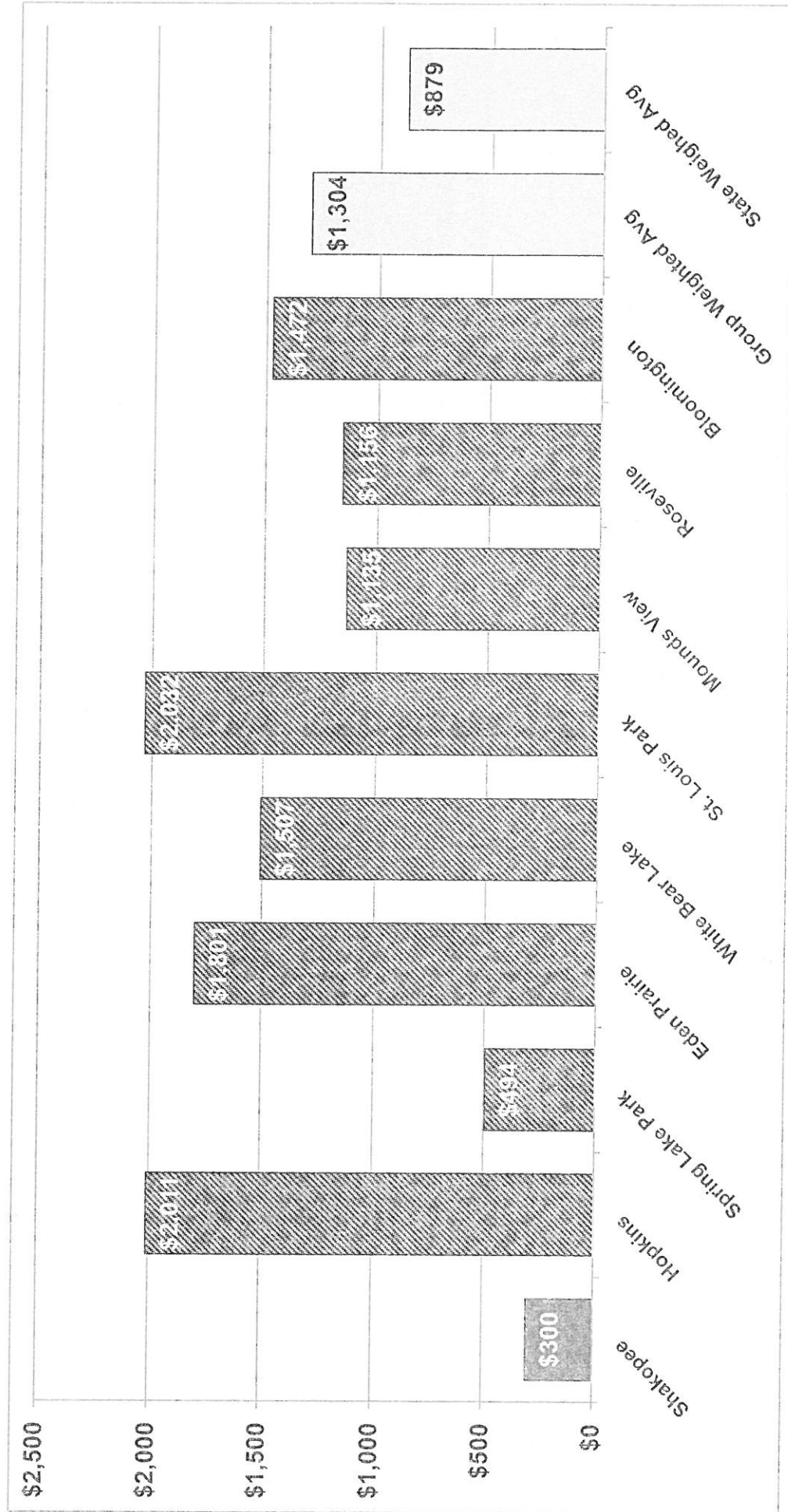
3. **Key next steps and key messages**

4. **Adjourn**

Shakopee School District No 720

Voter/Board Approved Referendum Authority Per Pupil Unit FY 17-18 (Excludes Local Optional Revenue)

Group Average	\$ 1,303.64
Shakopee	\$ 300.00
Variance	\$ (1,003.64)

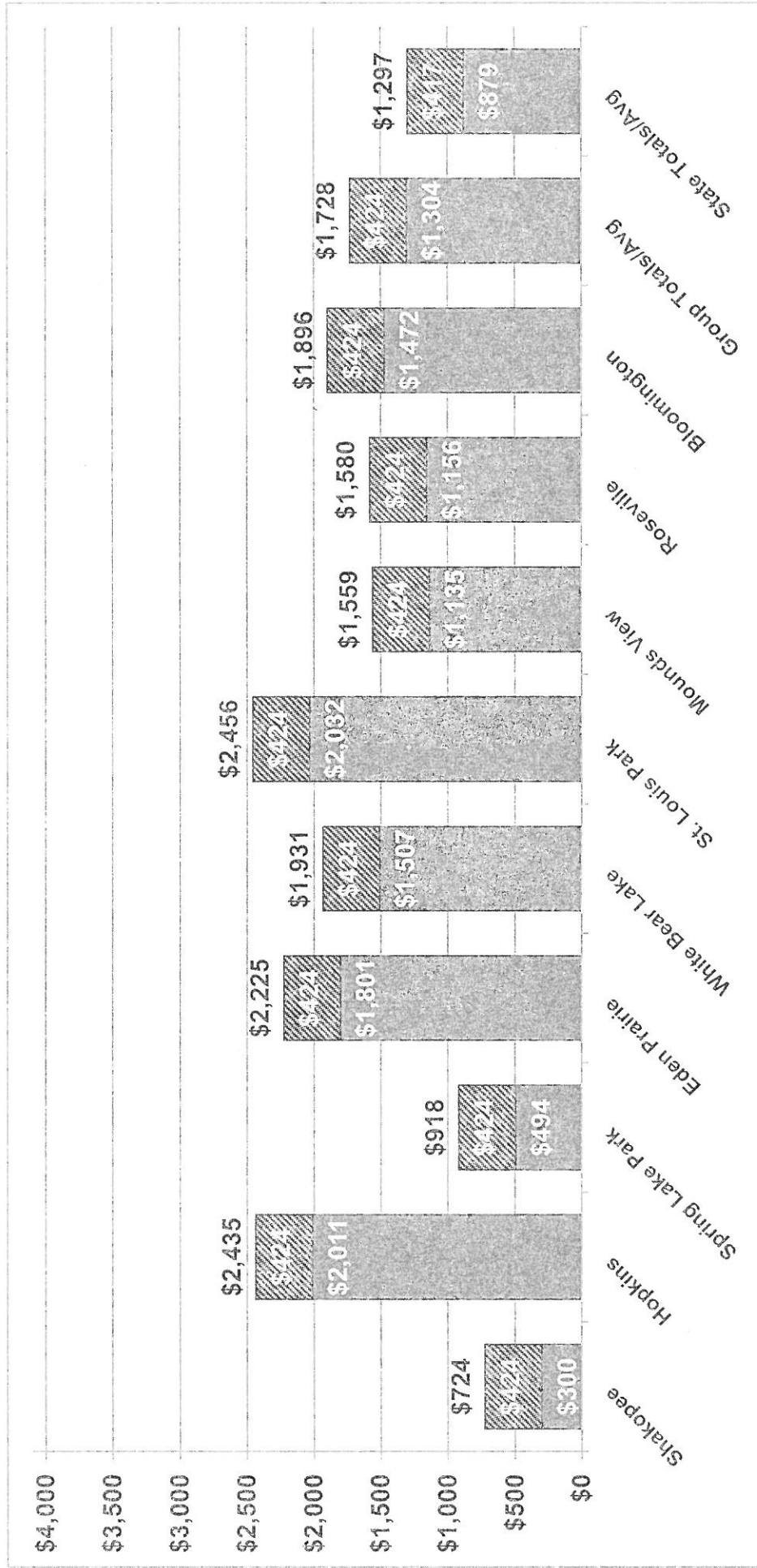


Source: MDE Revenues Per ADM, FY 2003 to FY 2019 (all revenues converted to per pupil unit)

Shakopee School District No 720

Voter/Board Approved Referendum Authority Per Pupil Unit FY 17-18 (Includes Local Optional Revenue)

Group Average	\$ 1,727.64
Shakopee	\$ 724.00
Variance	\$ (1,003.64)



Voter and/or Board Approved Referendum Local Optional Revenue

Source: MDE Revenues Per ADM, FY 2003 to FY 2019 (all revenues converted to per pupil unit)

Shakopee Public School District No 720

Five Year General Fund Budget Projection

REFERENDUM REVENUE \$879 FY21

Date Prepared: **6/30/2018**

Version **I-A**

Definitions	Actual 2017-2018	Budget 2018-2019	% Chg	Projected 2019-2020	% Chg	Projected 2020-2021	% Chg	Projected 2021-22	% Chg	Projected 2022-23	% Chg
SOURCES OF REVENUE:											
Basic Revenue Allowance	\$56,104,565	\$57,556,395	2.6%	\$59,053,726	2.6%	\$60,353,007	2.2%	\$61,327,835	1.6%	\$61,857,018	0.9%
Special Education Aid	9,505,142	9,731,206	2.4%	10,023,142	3.0%	10,323,836	3.0%	10,633,552	3.0%	10,952,558	3.0%
Other Aids and Levies	18,344,086	20,063,509	9.4%	19,060,725	-5.0%	18,796,812	-1.4%	18,840,852	0.2%	18,869,119	0.2%
Miscellaneous Revenue	2,244,832	3,048,927	35.8%	1,948,927	-36.1%	1,948,927	0.0%	1,948,927	0.0%	1,948,927	0.0%
Federal Funding	2,230,754	2,258,755	1.3%	2,326,518	3%	2,396,313	3.0%	2,468,203	3.0%	2,542,249	3.0%
Voter and/or Board App'd Oper. Ref.	2,721,240	2,736,045	0.5%	2,751,702	0.6%	8,078,309	193.6%	8,190,434	1.4%	8,243,391	0.6%
Local Optional Revenue	3,846,019	3,866,945	0.5%	3,889,072	0.6%	3,896,704	0.2%	3,882,004	-0.4%	3,838,726	-1.1%
Budget Transfers (through FY 2017)	-	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
#REF!	-	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Total Revenue	\$94,996,638	\$99,261,782	4.5%	\$99,053,812	-0.2%	\$105,793,909	6.8%	\$107,291,807	1.4%	\$108,251,988	0.9%
USES OF REVENUE:											
Salaries & Wages	\$56,967,197	\$57,833,069	1.5%	\$59,480,003	2.8%	\$61,174,258	2.8%	\$62,917,202	2.8%	\$64,710,245	2.8%
Benefits	16,593,274	17,289,840	4.2%	17,917,760	3.6%	18,570,831	3.6%	19,250,139	3.7%	19,956,822	3.7%
Purchased Serv.	12,546,432	12,852,785	2.4%	13,144,702	2.3%	13,443,853	2.3%	13,750,436	2.3%	14,064,659	2.3%
Supplies	2,789,380	2,924,922	4.9%	2,983,420	2.0%	3,043,089	2.0%	3,103,951	2.0%	3,166,030	2.0%
Other Expenses/Transfers	6,064,359	6,508,597	7.3%	6,638,769	2.0%	6,771,544	2.0%	6,906,975	2.0%	7,045,115	2.0%
#REF!	-	-	-	-	-	-	-	-	-	-	-
Capital-Included in Oper. Bud.	-	-	-	-	-	-	-	-	-	-	-
Total Uses of Revenue	\$94,960,642	\$97,409,213	2.6%	\$100,164,655	2.8%	\$103,003,574	2.8%	\$105,928,703	2.8%	\$108,942,871	2.8%
REVENUE OVER (UNDER)	\$35,996	\$1,852,569		(\$1,110,843)		\$2,790,335		\$1,363,104		(\$690,883)	
FUND BALANCE:											
Beginning	\$1,067,300	\$1,103,296		\$2,955,865		\$1,845,022		\$4,635,357		\$5,998,461	
Ending	\$1,103,296	2,955,865		1,845,022		4,635,357		5,998,461		5,307,578	
	Actual 2017-2018	Budget 2018-2019	% Chg	Projected 2019-2020	% Chg	Projected 2020-2021	% Chg	Projected 2021-22	% Chg	Projected 2022-23	% Chg
INFLATIONARY ASSUMPTIONS:											
Basic Formula Allowance	n/a	n/a		2.0%		2.0%		2.0%		2.0%	
Personnel Costs	n/a	n/a		2.6%		2.6%		2.6%		2.6%	
Purchased Services	n/a	n/a		2.0%		2.0%		2.0%		2.0%	
Utilities	n/a	n/a		4.0%		4.0%		4.0%		4.0%	
Supplies	n/a	n/a		2.0%		2.0%		2.0%		2.0%	
Other	n/a	n/a		2.0%		2.0%		2.0%		2.0%	
STUDENT DATA											
ADM Served and Tuitioned Out	8,222.7	8,277.0	0.7%	8,347.0	0.8%	8,351.9	0.1%	8,322.6	-0.4%	8,231.7	-1.1%
Adj. Avg Daily Membership	9,070.8	9,120.2	0.5%	9,172.3	0.6%	9,190.3	0.2%	9,155.7	-0.4%	9,053.6	-1.1%
DATA PER PUPIL:											
Gen Ed. Formula	\$6,188	\$6,312	2.0%	\$6,438	2.0%	\$6,567	2.0%	\$6,698	2.0%	\$6,832	2.0%
Referendum + Local Optional Rev	724	724	0.0%	724	0.0%	1,303	80.0%	1,319	1.2%	1,335	1.2%
Other Revenue	3,561	3,848	8.1%	3,637	-5.5%	3,641	0.1%	3,702	1.7%	3,790	2.4%

Total Revenue	\$10,473	\$10,884	3.9%	\$10,799	-0.8%	\$11,511	6.6%	\$11,719	1.8%	\$11,957	2.0%
Expenses	<u>\$10,469</u>	<u>\$10,681</u>	2.0%	<u>\$10,920</u>	2.2%	<u>\$11,208</u>	2.6%	<u>\$11,570</u>	3.2%	<u>\$12,033</u>	4.0%
Over(Under)	\$4	\$203		(\$121)		\$304		\$149		(\$76)	

Shakopee Public School District No 720

Five Year General Fund Budget Projection

REFERENDUM REVENUE \$300

Date Prepared: **6/30/2018**

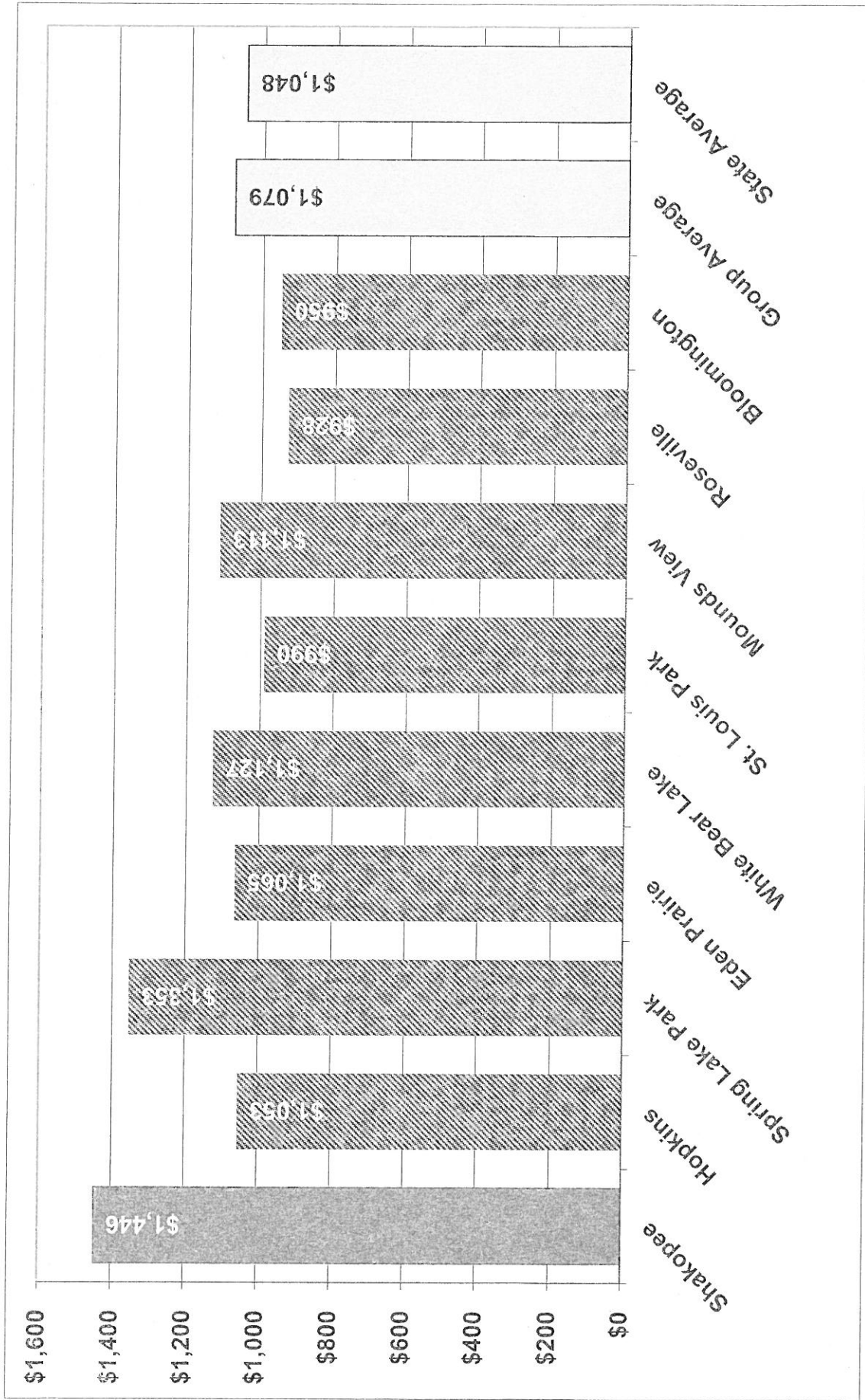
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Special Education Aid	9,505,142	9,731,206	2.4%	10,023,142	3.0%	10,323,836	3.0%	10,633,552	3.0%	10,952,558	3.0%
Other Aids and Levies	18,344,086	20,063,509	9.4%	19,060,725	-5.0%	19,111,717	0.3%	19,163,008	0.3%	19,196,221	0.2%
Miscellaneous Revenue	2,244,832	3,048,927	35.8%	1,948,927	-36.1%	1,948,927	0.0%	1,948,927	0.0%	1,948,927	0.0%
Federal Funding	2,230,754	2,258,755	1.3%	2,326,518	3%	2,396,313	3.0%	2,468,203	3.0%	2,542,249	3.0%
Voter and/or Board App'd Oper. Ref.	2,721,240	2,736,045	0.5%	2,751,702	0.6%	2,757,102	0.2%	2,746,701	-0.4%	2,716,080	-1.1%
Local Optional Revenue	3,846,019	3,866,945	0.5%	3,889,072	0.6%	3,896,704	0.2%	3,882,004	-0.4%	3,838,726	-1.1%
Budget Transfers (through FY 2017)	-	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
#REF!	-	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Total Revenue	\$94,996,638	\$99,261,782	4.5%	\$99,053,812	-0.2%	\$100,787,607	1.8%	\$102,170,230	1.4%	\$103,051,779	0.9%
USES OF REVENUE:											
Salaries & Wages	\$56,967,197	\$57,833,069	1.5%	\$59,480,003	2.8%	\$61,174,258	2.8%	\$62,917,202	2.8%	\$64,710,245	2.8%
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Capital-Included in Oper. Bud.	-	-		-		-		-		-	
Total Uses of Revenue	\$94,960,642	\$97,409,213	2.6%	\$100,164,655	2.8%	\$103,003,574	2.8%	\$105,928,703	2.8%	\$108,942,871	2.8%
REVENUE OVER (UNDER)	\$35,996	\$1,852,569		(\$1,110,843)		(\$2,215,967)		(\$3,758,473)		(\$5,891,091)	
FUND BALANCE:											
Beginning	\$1,067,300	\$1,103,296		\$2,955,865		\$1,845,022		(\$370,945)		(\$4,129,418)	
Ending	\$1,103,296	2,955,865		1,845,022		(370,945)		(4,129,418)		(10,020,509)	
	Actual 2017-2018	Budget 2018-2019	% Chg	Projected 2019-2020	% Chg	Projected 2020-2021	% Chg	Projected 2021-22	% Chg	Projected 2022-23	% Chg
INFLATIONARY ASSUMPTIONS:											
Basic Formula Allowance	n/a	n/a		2.0%		2.0%		2.0%		2.0%	
Personnel Costs	n/a	n/a		2.6%		2.6%		2.6%		2.6%	
Purchased Services	n/a	n/a		2.0%		2.0%		2.0%		2.0%	
Utilities	n/a	n/a		4.0%		4.0%		4.0%		4.0%	
Supplies	n/a	n/a		2.0%		2.0%		2.0%		2.0%	
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DATA PER PUPIL:											
Gen Ed. Formula	\$6,188	\$6,312	2.0%	\$6,438	2.0%	\$6,567	2.0%	\$6,698	2.0%	\$6,832	2.0%
Referendum + Local Optional Rev	724	724	0.0%	724	0.0%	724	0.0%	724	0.0%	724	0.0%
Other Revenue	<u>3,561</u>	<u>3,848</u>	8.1%	<u>3,637</u>	-5.5%	<u>3,676</u>	1.1%	<u>3,737</u>	1.7%	<u>3,826</u>	2.4%

Total Revenue	\$10,473	\$10,884	3.9%	\$10,799	-0.8%	\$10,967	1.6%	\$11,159	1.8%	\$11,382	2.0%
Expenses	<u>\$10,469</u>	<u>\$10,681</u>	2.0%	<u>\$10,920</u>	2.2%	<u>\$11,208</u>	2.6%	<u>\$11,570</u>	3.2%	<u>\$12,033</u>	4.0%
Over(Under)	\$4	\$203		(\$121)		(\$241)		(\$411)		(\$651)	

Shakopee School District No 720

Total School Property Taxes, Payable 2017, on a Home with an Estimated Market Value of \$250,000



Source: Pay 17 School Tax Report

Referendum Tax Impact:

Based on Pay18 (Tax Capacity/Referendum Market Value

Additional Referendum Revenue-(Decrease in Equity Rev) 5,006,302

Tier II Referendum Aid 550,693

Additional Referendum for levy purposes 4,455,609

Market Value Rate Increase

Existing 0.12980%

Revised 0.22093%

Increase 0.09113%

Tax Impact \$250,000 Market Value 228

Potential Levy Reductions-

Lease Levy (Admin/Tokata)

annual levy 391,446

Debt Obligation Reduction 2015A Building Bonds FY22

6,684,300

Lease Abstract

Date: 4/9/2018

Shakopee Schools District 720

Tenant Information

Contact: Gary Anger
Phone:

Location: 1200 Shakopee Town Square
Square Feet: 25,433
Expiration: 10/31/19

Documents

<u>Document</u>	<u>Date</u>	<u>Sq. Ft.</u>	<u>Contents</u>
Lease	8/28/2014	25,433	Initial Lease
		<u>25,433</u>	

Base Rents

<u>Document</u>	<u>Suite #</u>	<u>Space Type</u>	<u>Sq. Ft.</u>	<u>Start</u>	<u>End</u>	<u>Months</u>	<u>PSF</u>	<u>Annual</u>
Lease	1200	Office	25,433	11/1/2014	10/31/2015	12	\$ 8.00	\$ 203,464.00
				11/1/2015	10/31/2016	12	\$ 8.00	\$ 203,464.00
				11/1/2016	10/31/2017	12	\$ 8.00	\$ 203,464.00
				11/1/2017	10/31/2018	12	\$ 8.00	\$ 203,464.00
				11/1/2018	10/31/2019	<u>12</u>	\$ 8.00	\$ 203,464.00
						60		

Notes: Tenant pays CAM & Taxes **in addition** to Base Rent above.

CAM & Tax Notes: Estimated at \$2.70 PSF in 2014 or approx. \$5,722 per month

Rent Abatements

<u>Document</u>	<u>Suite #</u>	<u>Abatement</u>	<u>Sq. Ft.</u>	<u>Start</u>	<u>End</u>	<u>Months</u>	<u>PSF</u>	<u>Amount</u>
Lease	1200	Gross	25,433	11/1/2014	4/30/2015	6	\$ 10.70	\$ 136,066.55

Other Charges

<u>Type</u>	<u>Amount</u>	<u>Terms/Notes</u>
Utilities		Utilities paid separately by Tenant

Tenant Improvements

<u>Document</u>	<u>Suite #</u>	<u>Sq. Ft.</u>	<u>PSF Allow.</u>	<u>Allowance</u>	<u>Utilize By</u>	<u>Terms/Notes</u>
Lease	1200	25,433	\$ -	\$ -		Misc. work by Landlord

Security Deposit

<u>Type</u>	<u>Amount</u>	<u>Terms/Notes</u>
None	\$ -	

Options

<u>Type</u>	<u>Notice</u>	<u>Effective</u>	<u>Lease Ref.</u>	<u>Terms/Notes</u>
Termination	Ongoing	Ongoing	Lease Addendum Para 5	June 30 of any year with 60 day notice
Renewal Option 1	1/31/2019	11/1/2019	Lease Section 2	3-yr at \$9.50 Net
Renewal Option 2	1/31/2022	11/1/2022	Lease Section 2	3-yr at \$10.50 Net

For Assistance call TaTonka Real Estate Advisors

Corey Whitbeck: 612-466-7303

Lease Abstract

Date: 4/9/2018

Tokata Learning Center**Tenant Information****Contact:** Gary Anger
Phone:**Location:** 1110 Shakopee Town Square
Square Feet: 12,351
Expiration: 7/31/19**Documents**

<u>Document</u>	<u>Date</u>	<u>Sq. Ft.</u>	<u>Contents</u>
Lease	5/7/2012	12,351	Initial Lease
First Amendment		-	Amortization of Improvement Allowance
		<u>12,351</u>	

Base Rents

<u>Document</u>	<u>Suite #</u>	<u>Space Type</u>	<u>Sq. Ft.</u>	<u>Start</u>	<u>End</u>	<u>Months</u>	<u>PSF</u>	<u>Annual</u>
Lease/First Amend	1110	Office	12,351	8/1/2012	7/31/2013	12	\$ 14.22	\$ 175,631.22
				8/1/2013	7/31/2014	12	\$ 14.22	\$ 175,631.22
				8/1/2014	7/31/2015	12	\$ 14.22	\$ 175,631.22
				8/1/2015	7/31/2016	12	\$ 14.22	\$ 175,631.22
				8/1/2016	7/31/2017	12	\$ 14.22	\$ 175,631.22
				8/1/2017	7/31/2018	12	\$ 15.22	\$ 187,982.22
				8/1/2018	7/31/2019	<u>12</u>	\$ 15.22	\$ 187,982.22
						84		

Notes: Rent was \$5PSF as-is. \$612,648 of construction costs were amortized increasing rent to \$14.22
 CAM & Tax Notes: Estimated at \$4.20 PSF in 2012 or approx. \$4,322 per month

Rent Abatements

<u>Document</u>	<u>Suite #</u>	<u>Abatement</u>	<u>Sq. Ft.</u>	<u>Start</u>	<u>End</u>	<u>Months</u>	<u>PSF</u>	<u>Amount</u>
Lease	1110	None	12,351			0	\$ -	\$ -

Other Charges

<u>Type</u>	<u>Amount</u>	<u>Terms/Notes</u>
Utilities		Utilities paid separately by Tenant

Tenant Improvements

<u>Document</u>	<u>Suite #</u>	<u>Sq. Ft.</u>	<u>PSF Allow.</u>	<u>Allowance</u>	<u>Utilize By</u>	<u>Terms/Notes</u>
Lease/First Amend	1110	12,351	\$ 49.60	\$ 612,648		Work by Landlord

Security Deposit

<u>Type</u>	<u>Amount</u>	<u>Terms/Notes</u>
None	\$ -	

Options

<u>Type</u>	<u>Notice</u>	<u>Effective</u>	<u>Lease Ref.</u>	<u>Terms/Notes</u>
Renewal Option 1	10/31/2018	8/1/2019	Lease Section 2	3-yr at \$6.00 Net
Renewal Option 2	10/31/2021	8/1/2022	Lease Section 2	3-yr at \$7.00 Net
Termination	Ongoing	Ongoing	Lease Addendum Para 4	June 30 of any year with 60 day notice, with penalty
Right of First Refusal	Ongoing	Ongoing	Lease Addendum Para 7	Right to lease with 15 days notice
Parking	Ongoing	Ongoing	Lease Addendum Para 8	5.08 Stalls per 1,000 square feet leased

For Assistance call TaTonka Real Estate Advisors

Corey Whitbeck: 612-466-7303

Facilities and Activities Supervisor Job Responsibilities

- Generate an inventory of potential events to be held in the district.
- Market, advertise and promote district facilities to individuals and organizations seeking spaces to hold events.
- Generate revenue through the rental of buildings and grounds for events.
- Create, market and sponsor revenue generating events for the district.
- Manage district activities (Drama, Fine Arts, Math League, Intramurals, etc.)
- Establish connections with local businesses and individuals for the purposes of generating revenue and student opportunities.
- Partner with the Community Partnership Manager and Academy Coach to maximize partnership efforts.
- Partner with the School Board to establish and manage rental rates for district facilities and grounds.
- Work with the City of Shakopee to establish mutually beneficial agreements.
- Develop partnerships with community to meet district identified needs.
- Work with district staff to prioritize internal events.
- Regularly report facilities usage and revenue gained to the Cabinet and School Board.

Community Partnerships Manager Job Responsibilities

- Recruit and facilitate business and community partnerships to address and identify educational needs at the district and building level.
- Provide direction and leadership for the recruitment, screening, training and placement of volunteers, including managing the elementary volunteer coordinators.
- Establish and maintain personal contact and relationships with community partners, foundation contacts and others.
- In partnership with staff, seek out, identify, develop and write grant proposals to grant-making organizations and foundations, persuasively communicating the district's mission and programs to potential funders.
- Develop procedures and maintain oversight of the grant application process to ensure compliance with funding agencies and regulatory guidelines.
- Increase current and future funding through foundations, corporations, and government agencies through effective prospect research and the development of persuasive proposals.
- Identify and address current gaps in revenue generation by determining opportunities currently missed between the district and community.
- Partner with our Facilities and Activities Supervisor and Academy Coach to maximize opportunities for students and staff.
- Develop community partnerships to meet district identified needs.
- Collaborate with the Academy Coach by specifically recruiting partners to support the Academy Model at the High School in accordance with the Ford NGL Network.

-Regularly report facilities usage and revenue gained to the Cabinet and School Board.



Telling Your Story

*A Communications Guide
for School Boards*

By Nora Carr & Glenn Cook



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Introduction

School board members have one mission: to provide the best education possible for all children. You do this by making decisions that affect every important aspect of our K-12 public education system, governing a \$432 billion industry for a pittance.

And yet, negative messages about school boards and public education abound in the media, which tends to cover stories of board dysfunction or controversy or frame public schools as “failing.” That’s because we’ve let others tell our story and define the agenda for public education.

We hear that public education should run more like a business, and that schools with struggling students should convert to charters or close, or be given a tax-supported vouchers to religious-based schools.

We know many businesses refuse to operate in the neighborhoods and outlying areas we serve, and that children are so much more than the sum of their test scores. The “run it like a business mantra” also puts hard-won fights for creating democratic and socially just schools at risk.

How can you change that perception? By telling your stories — of how your board is making a difference, of how your district is improving student achievement, of how public education matters in your community.

Talking about your board’s goals and priorities for improving the district is not, in and of itself, a topic that will interest the public, the media, or your critics. But showing how those goals and priorities have led to improvements in student achievement can make a difference.

Simple demographic shifts underscore why we need more proactive storytelling about why locally controlled public schools are so important. An aging population and other trends mean fewer U.S. adults have school-age children.

In terms of impact, this means public schools can do a great job of teaching students and communicating with parents, and still miss 70 percent of the people upon whose support they depend. Lacking relevant, first-hand knowledge, voters are going to rely on news coverage, neighborhood gossip, water cooler discussions, and other personal experiences to fill the gap.

As a result, simply doing a good job is no longer good enough. We have to do a good job, and tell parents and the public about it — on a daily basis. Does your community understand how your board’s decisions set the stage for gains in student achievement? Do your business leaders care about the impact that your decisions have on their bottom lines? Are you showing your mayor and your county and state leaders how your local leadership is leading to dramatic improvements in your public schools?

The reality is that public education today is an incredibly complex human enterprise, one that simply defies many of our most coveted business maxims.

This toolkit does not attempt to give you everything you need for a solid communications program. It is designed to spur conversations by your board and district administrators about ways to tell the story of school board leadership and public education. Better public support for public schools is possible, but it requires courageous leadership and a strategic approach that views communications as a never-ending campaign.

It is time to tell your story.

Chapter 1:

Set the Record Straight

For far too long, educators have allowed others to set the public's agenda for public schools. Understandably, many feel beaten down by the nasty, anti-teacher, anti-board, and anti-public school rhetoric and legislation ricocheting across the country.

When public school opponents split the board, parents, teachers, central office administrators, and principals into warring factions, they win. When educators and school officials unite around a shared concern about the best interest of children, they create a powerful force for change.

The key is to focus on areas of agreement and set aside issues that create the greatest conflict. This can be extraordinarily difficult. However, going into battle with kinks in your armor is foolish in today's brutal political climate. Strategists, pundits, and reporters will leverage any perceived weakness for maximum benefit, highlighting dissent and skewering any hint of hypocrisy.

Three Things You Can Do

We live in a world in which facts often don't matter, suspicion is high, and the economy has undermined consumer and national confidence. Not surprisingly, the notion of doing the public's business for the public good feels as outdated as a 1950s sitcom.

Yet that's precisely what school boards do. We need to take more pride in our accomplishments and more care in how we conduct the public's business.

Here are three things you can do:

Choose your words carefully: Rhetoric matters. Take time to craft memorable sound bites and analogies for complex issues and topics. Practice these with people who know nothing about public schools and gauge their reaction. Are they bored? Interested? Excited? Saddened? Moved? Adjust as needed until you get your three to five key messages just right.

Share the facts: Find a way to salt meetings, public forums, media interviews, Rotary Club lunches, and elevator rides with your key messages. Stay on top of district news and take every opportunity to share just those nuggets that illustrate how well public schools are doing, or why we need their help to make sure all students succeed. Back up statements like, "We need more resources to reach more children," or "We can't afford any more unfunded mandates," with stories about the impact on your schools.

Cut the jargon and statistics: Try to talk more about real kids, teachers, principals, and their challenges, successes, and needs, rather than about dollars and cents, the latest educational jargon, or mind-numbing statistics.

It's one thing to say 83.1 percent of all students in a county-wide district graduate within four years, or that your system is a national leader drop-out intervention and prevention. It's another to share how caring teachers kept a homeless high school senior in school and on track for graduation after her parents died within a few months of each other, or how a teenage war refugee who never attended school in his native country now must pass standardized tests in English to graduate.

Wise leaders choose their battles and compatriots carefully, and recognize that coalitions win wars, even though compromise is sometimes necessary. Giving up is not an option, however.

If preserving high quality public schools for all children is this generation's civil rights battle, and many believe it is, then educators and school officials need to act accordingly. At the very least, set the record straight, and stop letting inflammatory and inaccurate statements about public education go unchallenged. Doing this strategically doesn't mean engaging in an online war of words or uncivil debates during televised school board meetings.

Instead, setting the record straight can be as simple as issuing corrections and clarifications to supporters and posting statements of fact online. Business and community partners, parent organizations, and other groups can contribute by purchasing paid advertising space to tell the district's story and show their support.

Stop apologizing for what hasn't been accomplished, such as single-handedly closing achievement gaps, and start challenging community members to step up and get in the public school game. Elected officials, business leaders, foundation reformers, pundits, advocates, and reporters need to join educators and parents to improve students' lives. The blame game helps no one.

School officials also need to stop pointing fingers at each other, as if the shared survival and interests of urban, rural, and suburban schools and districts are not at risk. It is not helpful for school officials who haven't dealt with schools highly impacted by poverty, mobility, language barriers, racism, and other deep societal issues to judge those who work daily in struggling neighborhoods and districts.

Any teacher, custodian, principal, or counselor who has worked in a high-need school, even the most successful, will tell you that the work is harder, more difficult, more complex — and for those with the requisite skill and passion — more rewarding.

They also will tell you that kids and parents are not the problem, although both the kids and their families need more ongoing support — support that costs money and time, in the form of extended learning days and years, workshops for parents, Saturday sessions, and more opportunities for collaborative work among professionals.

DISCUSSION: Your Role, Your Messages

Here are five key messages about the role of our nation's school boards. Think about how these apply to your district. Can you customize these messages and use them in communications with your constituents? Do you have others that are just as powerful?

■ School boards have stepped up to the challenge of dramatically improving our public schools for the 21st century. We know what works — and research is helping us to know more than ever what the governing role looks like.

■ Education must be a collective venture and a community-wide priority. Delivering higher levels of student achievement won't happen overnight. But school board members are the right people — working with the community and the superintendent — to make this happen.

■ Collaboration among city, county, and school officials is critical to student success, especially in tight budget times.

■ Mayoral control, in isolation, is an oversimplified solution to the complex challenge of raising student achievement in urban districts.

■ Working together as partners, instead of opponents, will move all of us — students, school boards, mayors, and communities — in the right direction.

These educators — our nation’s unsung heroes and today’s human rights activists — also understand that early intervention, while important, is not an inoculation that offers a lifetime guarantee against the negative impact of poverty, poor health, and high stress on student learning and performance.

When school boards, administrators, central office staff, parents, and community members show teachers they care, children and young people benefit. In the zeal to transform public schools into private, for-profit enterprises, reformers have lost sight of a key business school lesson: Every organization’s success rests more on its employees than its strategy, board leadership, cash flow, shareholder value, or CEO.

Returns on investment and returns on equity are driven by employee productivity and employee performance. Businesses forget this at their peril, which may be why so many companies once heralded on the Fortune 500 list no longer exist.

Chapter 2: The Work of the School Board

Lack of communication — about the importance of maintaining local control of public education and real facts about the effectiveness of local school boards — is creating an information vacuum. And it is one that is being filled by those whose priorities may not center on providing a high quality education for all children.

But you can change that. Let’s start with some facts:

- School board members rank among their community’s hardest working elected officials, with 41.6 percent spending 25 hours or more a month on board business, and one in five spending more than 40 hours a month.
- As the only local officials focused exclusively on pre-k-12 education, school board members represent the community’s values and beliefs. Education is not one of many competing priorities; it is school board members’ only priority.
- By representing the public’s voice in public education, school boards are accountable to the taxpayers footing the bills, as well as to the parents of those benefiting most directly from the services public schools provide.

Operating in a transparent manner, school boards manage the public’s business in the public’s eye, engaging parents, students, employees, senior citizens, and other community members in important discussions regarding public policy.

If voters are unhappy with the performance of their elected officials, they have the right to select new members who they believe will do more to help children succeed, not only in school, but also in life.

What School Board Members Say...

Research shows school boards are stepping up to the challenge of dramatically improving our public schools for the 21st century. According to *School Boards Circa 2010*, the first national survey of school board members conducted in almost a decade:

- School boards see improving student achievement as job #1. In *School Boards Circa 2010*, an urgent need to dramatically boost achievement is cited as the top concern by nearly two-thirds of board members.
- School board members and superintendents agree that shared leadership is the key to significant change. They largely agree on the strategies: a focus on instruction, professional development, frequent use of assessment data, and smart, strong leadership.
- Just one-third of board members are concerned about the risks of “unreasonable expectations for student achievement.”
- Nearly two-thirds report it is “extremely important” for them to understand the factors that impact student achievement. Of those surveyed, 50 percent say they want more training on what drives gains in student achievement.
- Meanwhile, 73 percent of board members report that their boards had increased the amount of time devoted to student achievement issues during their tenure.
- School boards recognize their governance role is part of the cohesive leadership at the district level it takes to push real change and reform. Nowhere is that leadership more evident than in the evaluation of the superintendent, and 91.2 percent of board members believe student achievement is a dominant factor in that evaluation.

The growing cadre of pundits and school reform leaders are calling for new governance structures, including the abolition of locally elected school boards. Others seek to replace public education’s cherished and historic role in preserving democracy by preparing future citizens and leaders with mandates from business and industry or partisan think tanks.

Research shows, however, that effective school boards have a positive impact on student achievement, especially when they work as a unified team with their superintendents.

Relentlessly focused on teaching and learning, these high-performing boards set clear goals, have high expectations for everyone involved, and spend more time on policies driving improvement in student achievement than on operational concerns.

Effective school boards also actively engage both employees and the public in their decision-making processes, use data well, and align resources, including professional development, to meet district goals.

For these boards, continuous growth and improvement take center stage, even during tough economic times. This means they pay attention to their own growth and development as well, often participating in conferences, seminars, reading groups, and other shared learning experiences with their superintendents.

If your school board and district are performing well, gather your own data and use some of the key points in this booklet, along with other resources provided by NSBA, the Center for Public Education, and your state association. Use this information to tell your story at the local, state, and national level.

While the vast majority of school boards are working well together and supporting meaningful improvements in various measures of student achievement, some are operating at less than optimal levels.

Before engaging in more proactive public relations and marketing efforts, struggling or dysfunctional school boards need to take stock of their performance and seek help from their state associations, NSBA, or other resources.

If the school board does not look good, the district cannot look good. It is as simple as that. No amount of positive school press or superintendent charisma can overcome bad behavior broadcast live during school board meetings.

DISCUSSION: Your Board and the Research

NSBA's Center for Public Education (www.centerforpubliceducation.org) has compiled and identified, based on research, common traits of effective school boards that positively impact student achievement. According to the research, these boards:

- Create a shared vision of high standards with teachers, parents, students, business leaders, and community members.
- Set tightly focused goals and rigorously monitor the district's progress toward meeting those goals.
- Use data to monitor and evaluate progress, ensure resources are allocated where they can make the most difference, and constantly strive to improve instruction and learning for every child.
- Focus on policy, not administration.
- Have trusting, collaborative relationships with the superintendent and fellow board members.

Some questions to ask:

- Does your board exhibit these traits? If not, what can you do — through training with your state school boards association — to ensure that you become effective in your governance?
- Has your board purchased and read the *Key Work of School Boards* (www.nsba.org/KeyWork), a framework of eight interrelated action areas that can help you focus and guide your work?
- Is your board communicating how your work is leading to increased student achievement?

Chapter 3:

From Learning to Leading

Every dollar counts in today's economy, and public entities — including school boards — are under intense scrutiny. That's why it's vital to leverage your investment in your own professional development by sharing what you have learned with your community.

Workshops, conferences, roundtables, publications, exhibits, and other forms of professional development serve as valuable sources for proven strategies, groundbreaking work, and data-informed solutions to public education's most pressing challenges. As leaders of organizations focused on learning, school board members have an obligation and a responsibility to invest in their individual and collective growth.

By staying in touch with what's working — and what's not — in districts nationwide, school board members can ensure local taxpayers a better return on their investment while improving the quality of education provided to their community's children. Better informed leaders make better decisions, and safeguard students, teachers, support staff, principals, parents, and community members by avoiding wasteful spending.

Educational leadership is difficult, complex work. By sharing research, information, and resources gleaned at state and national conferences, school board leaders help shape the public agenda for public schools. Don't assume that parents, teachers, and the public understand why local control matters. Instead, cite research that shows how strong local board leadership and good governance contribute to higher performing schools and better student outcomes.

For example, research shows that effective boards and high-performing school districts support extensive professional development for administrators and teachers, even when the economy falters and budgets are cut.

Working as a united team with the superintendent, effective boards invest in their own development and training. Savvy leaders recognize that building shared vision, knowledge, values, and commitments will help move the organization forward.

High-achieving school districts also have “formal, deliberate training” for new board members, gather together to focus on specific topics, and focus more on teaching, learning, and academic issues than operational concerns.

Publish data regarding annual individual and collective board member contributions to the community in terms of time. Place an estimated monetary value on board members' public service. Use the conference agenda item as a bully pulpit to reinforce the idea that school boards work — and work hard — to create effective public schools that serve all children.

Remind your constituents that your board gives the community a voice in how their schools are run, and that public schools serve as the cornerstone of a free and democratic society.

The combination of smart phones and social media sites like Twitter and Facebook make it easy to stay in touch with constituents. At the same time, you can symbolically position your board as the district's

Set the Stage Before You Leave for Professional Development

Professional development opportunities allow school board members and leaders to explore education issues and concerns on a national level. As they learn from peers all over the country, board members identify new strategies and gain a broader perspective on local issues.

Decisions school board members make about policy, personnel, student assignment, finance, curriculum, and communications impact organizational effectiveness. Yet too often school board members make important decisions without being fully informed. Mistakes and missteps cost time, dollars, and political capital — resources districts can't afford to squander.

To demonstrate accountability and set the tone for how the district will benefit from its investment in board member development, address it in policy, set annual goals, and make conference attendance and reports board agenda items.

Before traveling to a state or national conference, review the program agenda and materials publicly, including registration costs and travel fees, and then highlight which sessions board representatives plan to attend and why.

If you are attending the National School Boards Association's annual conference, note the opportunity to learn from thousands of school leaders, exhibitors, and speakers. Take the time to highlight speaker credentials, and topics that relate to local issues and concerns.

School board members also may demonstrate fiscal accountability by announcing plans to secure hotel and travel arrangements well in advance to get the best rates, sharing rooms and cab fares, and taking other cost-saving measures.

By rotating board member representation at professional development opportunities, as well as referencing policies and statutory requirements for continuing education and certification for school officials, you underscore your commitment to learning.

When you return from attending state and national conferences and other professional development opportunities, take the time to share what you've learned with your fellow board members, the superintendent, other administrators, and the general public.

A simple way to accomplish this is to have each board member who attends a conference submit and lead a brief public discussion about the sessions they attended, and the implications of what they've seen, heard, and experienced for improving their local school or district operations.

Broadcast or cablecast on television, the district website, YouTube, and social media sites, and captured in the official minutes, these reports demonstrate a deep commitment to learning and organizational development.

top learners by blogging, tweeting, tumblr-ing, and posting conference updates and news.

Once you return, you can extend the learning even further by writing brief, bulleted summaries of sessions you attended, and by posting or linking to session handouts (give appropriate credit and cite permissions).

Even something as simple as posting your daily (and evening) meeting schedule helps illustrate that conference attendance is work, not play or a form of political junket at taxpayer expense. The information presented by board members can then be packaged and distributed by district administration as a press release to local reporters and as electronic news items to parents and employees.

A word of caution, however: If teacher, principal, and administrator staff development and conference travel has been slashed to the bone, this strategy likely will backfire. When it comes to professional development, school officials have to “walk the talk” and show they value it for all levels of the organization, and not just the top.

The investment is worth it, however. Your attendance and your learning will benefit students and the entire community. If reporters or pundits chide you about wasting taxpayer dollars on “junkets,” take the time to set the record straight.

DISCUSSION: Translating Your Travel

Professional development for school board members, through attendance at your state and national conferences, can prove incredibly helpful to your work and to your district. It is equally important, however, to communicate what you learn to your fellow board members and to your constituents.

Here are some questions to ask when looking at travel:

Before:

- Does your board have a process for determining who attends state and national conferences?
- Do board members state what they hope to gain from the conference?
- Do you take the time to review the program agenda and materials in public, then highlight which sessions you plan to attend and why?

After:

- Do you extend the learning by providing summaries of the sessions you attend and session handouts to other board members and the public?
- Does your board make time available post-conference for you to report on what you learned?

Chapter 4: Building a Network of Supporters

In today’s knowledge-based economy, where economists say 80 percent of all new jobs will require higher-level math and science, we know that more education is required, not less. With so much at stake and public schools commanding a decisive market share in terms of the percentage of available students served, the case for public education seems obvious, at least to most school board members and superintendents.

That said, competing successfully in a more hostile environment may require a new approach and better packaging. Most public schools already offer what charters and private schools offer — and then some. But we tend to do a much poorer job of telling our stories and selling our schools.

We forget to highlight the things we often take for granted — such as Advanced Placement offerings,

Technology & Transparency

Technology used to be an expense, the physical purchase of hardware or software that allowed you to perform a task.

Not anymore. In fact, many of the technologies being used in “social media” are free. All they cost you is time.

Time will be a factor for many board members because you are busy. But engaging your constituents using current technology also can save you time and hassle down the line.

Social media is designed for mobile, on-the-go communications. As such, the rules of engagement are a bit different than more traditional forms of communication, including traditional websites, e-mail, and electronic newsletters.

Easy to use, social media sites require minimal technical skills. If you can type, you can tweet. Since these “feeds” allow only a limited number of characters or words, crafting a message takes just a few seconds, although it’s always wise to have someone else proof your content before clicking on “send” or “post.”

The idea is to communicate frequently, often several times a day, using short bursts of information. Unlike memos, letters, and more formal communications, the tone is more relaxed, comfortable, and conversational.

This doesn’t mean that board member social media communications shouldn’t have substance, however. Stay on topic and focus on educational issues and concerns, such as how another district is closing the achievement gap, why a speaker was particularly compelling, or how a new piece of software could improve operational efficiency and save the district money.

Even something as simple as posting your daily (and evening) meeting schedule helps illustrate that board service is work, not play.

Another aspect to social media is engagement. For example, on Facebook, you should “like” the pages for your district, your state association, and NSBA. Share stories that you get with your friends and help to tell the story in that manner. You’ll be surprised at how many people you reach.

special education services, athletics, after-school activities, visual and performing arts, etc. Relying on word-of-mouth and high levels of parent satisfaction, while still important, is not enough to win a marketing war.

Entrepreneurial approaches, such as creating new programs and services to meet consumer demands, and robust school marketing campaigns now include paid media (ads) as well as earned media (publicity), targeted communications, special events, and social media outreach are now augmenting traditional open houses, newsletters, videos, Realtor coffees, and school tours.

Since strategy considerations underpin any successful communications program, it’s necessary to have a keen understanding of today’s generational politics and fractured electorates. Today’s voters — remember, 70 percent don’t have school-age children — feel threatened by economic woes and are tired of paying for public services they do not use, or only hear negative things about, including K-12 education.

Parents of school-aged children typically are willing to pay more for good public schools, but they also rank among those hardest-hit by the economic downturn as well as decades-long negative trends in employment and income inequality.

According to Pew Research Center, employment rates and household net worth have declined for young adults in comparison to their same-age counterparts in 1967. As a result, poverty rates for households headed by young adults have soared, from 12 percent in 1967 to 22 percent in 2009.

These young families represent a much greater variety of races, ethnicities, cultures, and languages than previous generations. According to the U.S. Census Bureau, minorities will comprise the majority of children under age 18 by 2023. Older adults, the majority of whom are white, have fared much better, thanks to increases in federal assistance programs like Social Security and Medicare. Older adults also are staying on the job longer, often delaying retirement until the economy improves.

Public schools and other government entities are caught in the middle of these disruptive demographics. With the rational middle temporarily in hiding, school leaders need to ramp-up their personal and collective outreach efforts to shore up their support base and create new, cross-generational coalitions around shared interests.

Too often, school officials confuse information distribution with communication, and announcements with engagement. At its core, strategic public relations is about building relationships with the people who matter most, and then nurturing and growing their commitment to the organization through a steady diet of information, engagement, experience, and appreciation.

The goal is to build a network of coalitions and groups that can mobilize and respond quickly, often around specific issues. That way, when naysayers unfairly or inaccurately attack public education, or when toxic legislation and budget cuts threaten quality public schools for all children, supporters and diverse constituents can set the record straight.

Board members and superintendents can start this process by mapping out their community's political landscape. Much like a working a capital or tax levy campaign, this is a painstaking effort. Influential in-

School Boards & Social Networking: Dos & Don'ts

As elected officials — at least in most places — school board members tend to have more freedom in terms of social networking. But with that freedom also comes responsibility.

Follow the public official's golden rule: Don't blog, tweet, or post anything you wouldn't want splashed across the front page of the daily newspaper.

Here are some other quick tips:

- Board ethics and conflict of interest policies apply to social media outlets. Don't use social media to leak closed session materials and/or information that is protected by law.
- Keep the tone conversational and informal, but use proper grammar and show the same sensitivity regarding word choice you would in other venues. If this is difficult for you, have someone follow behind you as a proofreader before you hit send.
- Social media is a commitment. If you don't want to keep sites updated, it's better not to start them in the first place. Content aggregators, such as Hoot Suite, that can update all social media sites simultaneously help.
- Snarky doesn't play well if you're not a teenager. Keep your communications professional, albeit more informal in tone and manner.
- Connect your site to the official district website, social media outlets, etc.
- Be transparent — let people know who you are and what you stand for. Don't hide behind the anonymity afforded by social media.
- Take the high road. You'll take some unfair hits — that comes with the territory. Don't get into fights with parents, students, teachers, and other bloggers. You will lose.

Let people know what the rules of the game are for your sites. As the "editor," you have the right to remove profane comments or other material that could be offensive to others. But often you build more credibility by responding professionally and courteously.

dividuals, groups, institutions, and organizations need to be identified, contacted, and classified as to negative, positive, or neutral.

The goal is to move neutrals to a more positive position through personal contact, sharing information, crafting memorable experiences, and engaging them as volunteers and partners. Since everyone and every group do not have the same level of influence, it is important to prioritize contacts.

In general, the demographics for an external coalition should mirror the community, while a parent or internal coalition should reflect student or employee demographics. Rather than leave these contacts to chance, the district's communications specialist or another staff member needs to track the number of contacts being made to each individual or group, and the results of these contacts.

This will require a relational database or some form of contact management software that interfaces well with the district's technology infrastructure. A database program that is difficult to use or hopelessly out of date will do more communications damage than an electronic newsletter that no one bothers to read. To work, this strategy requires precise segmentation of message and medium by audience. One-size-fits-all efforts simply fall flat.

While technology helps manage this process, and makes targeting and personalizing messages easier, it does not replace the personal touch. Face-to-face communication still makes the world go round, even if it is digitized.

And that's one place where the school board can make a true difference.

DISCUSSION: What Makes Your District Unique?

Like education, business, law, and other professions, marketing uses jargon as code words for various concepts. One of these is USP, or unique selling proposition.

Simply put, your USP is what makes your district or school unique, special, different, or better. The key is capturing that essence in just a few words, and providing an example or painting a picture that people can grasp instantly without further explanation.

A USP is not a slogan or yearly theme, but it can serve as the focus of your communications program, or what businesses call their brand position. Businesses spend time and money on branding because, in today's information-saturated world, it's simply impossible to tell parents, taxpayers, or concerned citizens everything they need to know about their products. The same holds true for schools.

Before you can zero in on the handful of key messages you want every single person to know, you must clearly define and articulate:

- What sets your district apart in the marketplace.
- Why parents should care enough to send their children to you.
- Why taxpayers should fund public education.

Here are some other questions to ask:

- Has your board, working with the superintendent, mapped out your community's political landscape (positives, negatives, neutrals)?
- Is your district taking a one-size-fits-all approach to communications, or segmenting messages by different audiences?
- Do you have the infrastructure — in terms of staffing, content management software, and technology — necessary for this type of work?

Chapter 5:

Building Your District's PR Department

Telling public education's story more effectively is essential, especially given the political tenor in many communities, not a “nice to have” when budgets get better. Having a vision for better communications is just the starting point, however.

Conducting public opinion and marketing research, developing and executing smart strategies, providing wise communications counsel, and managing crises well are systemic management concerns that require proactive plans and professional staff and guidance.

While many former educators and reporters have done well in acquiring the knowledge, skills, abilities, and experiences required as part of a more strategic approach to communications, increasingly, superintendents are turning to professionally trained and accredited public relations professionals.

This makes sense, given the complexity of the tasks involved, and what is at stake in terms of maintaining strong public schools for all children, including those who pose the most challenges and the greatest costs.

Just as “public schools are only as good as the public that supports them,” public relations initiatives are only as effective as the strategists planning them and the tacticians carrying them out.

While staffing needs and patterns vary according to the size of the school system, diversity of publics, complexity of internal and external communication needs, and the reputational issues at stake, most school systems need at least one seasoned PR professional on their team.

The office also will need access to technology savvy administrative support and to skilled technicians in public opinion polling, public engagement facilitation, community outreach, writing/editing, media relations, Web development, special event planning, fund development, social media production, graphic production, video editing, etc.

Whether these specialists are full-time staff members, freelancers, or agency personnel hired on a contractual or as needed basis depends on the program goals and workflow requirements. Many larger systems opt for a mix of both: full-time staff handles day-to-day operations while contractual staff may be used for special projects, campaigns, or guidance.

Staffing a position without providing adequate resources will limit the position's effectiveness. So will burying the position under an administrator with little or no communications experience. For maximum benefit, the top communications executive should report directly to the superintendent and serve on the superintendent's cabinet.

Investments in technology and communications infrastructure are also important. Even the savviest strategist will quickly become hamstrung without access to a Web-enabled mass notification system, a relational database, interactive websites, and other tools.

A good rule of thumb to consider in today's 24/7 world is whether your district can reach key publics in

What to Expect from Your PR Department

If your district has a school public relations professional, he or she should be able to supply you with a basic school board member PR kit, including business cards, talking points, sample scripts, a basic presentation, fact sheet(s), and news coverage reprints.

School public relations professionals can also tailor your remarks to fit specific audiences, as long as you give them ample notice. If you're not sure how or where to begin promoting your schools and district, the PR officer should be able to point you in the right direction, or make contact for you with key groups such as chambers of commerce, civic groups, professional associations, etc.

The communications office should also maintain a district presence on the major social media networks, including Facebook, YouTube, Twitter, and LinkedIn. Other Web 2.0 tools include online surveys, interactive websites, video editing and uploading, blogs, subscription-based, html newsletters, e-mail blasts, and podcasts, to name a few. These tools, with the possible exception of interactive websites, are relatively cheap and easy to use — and can play a major role in building and maintaining public support for public schools.

School PR professionals cannot and should not be asked to do any work related to school board campaigns, individual board member constituent relations that are not district-oriented, or issues that conflict with the position of the school board as a whole or the superintendent. To avoid putting undue pressure on a staff member, or making requests that conflict with other work already assigned, make sure to check in with the superintendent before asking district staff members for help.

15 minutes or less, using multiple channels of communication simultaneously. If the answer is “no,” there probably are some infrastructure and training issues that need to be addressed.

Working with district staff

When speaking to internal audiences, it is often safe to assume they are as ill informed as external audiences, at least when it comes to news and events at the district level or those involving other schools or departments. As a result, they enjoy hearing good news and fun facts about others in the system, especially if the district is county-wide or has a large number of schools.

Everyone wants to be associated with a winner, and many public school educators feel as if they have taken a beating in the news media and public opinion since the economy tanked in 2008. Union-busting tactics, biased studies on teacher pay, and the national blame game in politics have not helped.

While all school board members should play an active role in promoting public education as well as the school system and individual schools, going rogue simply plays into the hands of the opposition. As team members, board members need to articulate the board's position clearly and in a positive manner, even if they personally disagree with part or all of the decision. You can have a different opinion and state why; no one expects school board members to rubber-stamp every decision.

However, civil discourse means affording your colleagues and the people who work for the school system the same respect and courteousness you would like to be shown. Belittling the board's position, haranguing staff members from the dais during school board meetings, or trying to distance yourself from your colleagues in media interviews communicates the wrong message to the public upon whose support public schools depend. It also has a demoralizing effect on hard-working students and staff.

Treating employees well makes good business sense, and education is nothing if not a people business. While protecting job security or joining the fight against budget cuts and the movement to privatize public schools may matter most to teachers, they also appreciate low-cost measures

such as frequent and ongoing communications, and year-round recognition programs.

Employees take notice when superintendents and other officials show — by their behavior and budget support — that communication matters. Leaders who treat teachers and other employees with respect, listen to their opinions, engage them in district decision-making processes, and value their input set the tone for the entire organization. This includes school board members as well as district level administrators, principals, supervisors, and mid-level managers.

Treating public school employees like the professionals they are goes a long way toward improving job satisfaction, even during a tough economy. Ultimately, students and parents benefit, as happier employees are more productive and successful.

School board members boost employee morale and increase public confidence in public schools when they recognize students and staff for jobs well done, debate ideas and proposals civilly and thoughtfully, spend money wisely, develop thoughtful policies, and interact respectfully with staff members and others who present at board meetings. They also help restore some of the trust in government lost in recent years to scandals, political rancor, misinformation campaigns, and sensational news coverage

Keeping an eye out for unintended consequences is good stewardship of taxpayer dollars and the public's trust. Listening more to teachers, principals, and other school-based employees is a good place to start. Wise leaders understand that they have two ears and one mouth for a reason.

Think about it this way: Districts with low staff morale have a major public relations challenge that better press and advertising campaigns cannot fix.

DISCUSSION: Are You Making the Right PR Investment?

An investment in communications and public relations will help your district, both internally and externally. Staffing needs and the level of investment will vary depending on your district's size and the challenges you face, but the investment is worth it in the long run.

Here are some questions to ask about the communications team in your district:

- Does the communications office have the necessary tools for smart planning (i.e. public opinion polling, public engagement facilitation, community outreach, writing/editing, media relations, web development, special event planning, fund development, social media production, graphic production, video editing, etc.)?
- If you have a large school system, will you consider hiring outside contractors for assistance on special projects or campaigns?
- Have you discussed communications with your superintendent? Does the top communications executive serve on the superintendent's cabinet?
- Is your district able to reach key members of the public within 15 minutes or less? Does your district have access to a Web-enabled mass notification system, a relational database, interactive websites, and other tools?

Chapter 6:

Join the Communications RACE

Today, most overarching marketing and communications programs are integrated, blending a mix of employee communications, media relations, social media, community relations, and paid media (advertising) tactics.

The key to success often isn't which tactical approach is used but whether the strategy behind it matches the audience and makes sense given the targeted objective. If, for example, the technology infrastructure

required to meet Common Core Standards will require taxpayer approval for new bond funds, a year-long internal and external communications campaign that mobilizes employees, parents, and other likely yes voters may be needed.

Communications Success Story: East Baton Rouge, La.

Louisiana's East Baton Rouge Parish School System has taken a high-tech approach to school and district marketing, creating a powerful website and brand that challenges visitors to "think again" if "they think they know" their schools.

Showing the power of a less-is-more approach, the district packages powerful photography with a few compelling facts that quickly refute common myths and misconceptions about the schools.

"Make you think" facts include such items as, "More than 87 percent of EBR Parish Schools showed academic growth in district performance scores," and "East Baton Rouge Parish Schools led the state's public school system with 16 National Merit Semifinalists in 2012." Three well-crafted videos as well as brief testimonials by outstanding teachers and students also are on the website (www.thinkebrschools.com).

The site appeals to parents by asking, "Who do you want your child to be?" This question is then followed by the declaration: "They can get there from here."

If the objective is to secure \$1 million in private donations, you may want to target opinion leaders active in the philanthropic community, including corporate chieftains, foundation honchos, and their respective executive committees and boards.

The National School Public Relations Association (www.nspr.org) offers a useful, four-step process for internal and external communications planning. Called RACE, the acronym stands for Research, Analysis and planning, Communications, and Evaluation.

Based on the diffusion process, excellence theory, and other literature regarding effective communications practice, this model walks educators through a sophisticated set of tasks and tools to develop a more proactive, strategic, and measurable approach to internal and external school public relations.

For example, school officials may begin the research phase by having a cross-functional team review the standards and conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) to determine gaps in knowledge, experience, and understanding.

The team may then want to conduct an online employee or parent survey to determine their baseline awareness and perception levels, as well as any questions they may have, or preferences in terms of communication channels.

Once your team has a solid handle on where various audiences are in terms of awareness, perception (opinion), and

behavior — the three major goals of any worthwhile communications plan — they can prepare an executive summary that succinctly captures what they’ve learned along with the most salient research points.

Much as the spine supports the human body, this research then serves as the framework that aligns the communication issues or challenges that need solutions with the audiences, objectives, strategies, messages, mediums, timing, benchmarks, budgets, and measures outlined in the communications program.

Unfortunately, in many school systems, the research step is skipped, or overlooked. Whether due to budgetary concerns, impatience, or skill deficit, this is a mistake.

Used to match and align goals, strategies, messages, and tactics to audience interests, needs, and preferences, research saves money in the long run by making communication initiatives more effective. Annual public opinion polls also allow school officials to see whether their investment in communications is working, and where the plan may require adjustments.

In terms of goals, most communication plans are designed to raise awareness, influence opinion, or spur some kind of action, or behavioral change, on the part of the intended audience. Since behavioral change is the toughest of the three goals, especially if public opinion on an issue as already jelled one way or the other, this is often a long-term proposition.

In addition to skipping research, another common planning mistake is to rush audiences from initial awareness to action or behavior without providing adequate time for meaningful engagement. Smart communication planning moves key publics carefully and systematically through the diffusion process of awareness, interest, evaluation, trial, and adoption.

Mass communication techniques such as media relations, websites, phone notification systems, and advertising tend to work best for making key publics aware of new information such as magnet school registration deadlines or an upcoming school event. These techniques also are useful for generating interest

Communications Success Story: Detroit Public Schools

The marketplace of ideas always has room for clever messaging and creative approaches to getting the word out. Case in point: Detroit Public Schools’ (DPS) 2010 marketing campaign to win back students.

Faced with decades of declining enrollment, the district worked with the Detroit office of renowned marketing firm Leo Burnett to create the “I’m in” campaign, which combined paid media with grassroots advocacy to spur more positive, word-of-mouth about the district and its schools.

The team used wood and paint to build 172 blue doors, which quickly became the symbol of the campaign, as students and parents were encouraged to find out what DPS had to offer. Carted to grassroots community events, school open houses, and tours, the “I’m in” doors and slogan became a movement as teachers, principals, school employees, and satisfied parents and students told their success stories.

According to various media reports, the campaign generated \$1.5 million in positive press coverage as well as several celebrity endorsements. As a result, DPS enrollment rose by 6,500 students, while the campaign earned a prestigious national award for marketing.

Communications Success Story: Fort Worth, Texas

Texas' Fort Worth Independent School District has developed a new brand and an aggressive, multi-faceted campaign around its 50 choice programs and schools. Funded in part by community grants, the annual "Gold Seal" campaign focuses on "college bound and career ready" students. It touts all district high schools as well as some middle and elementary schools.

Designed with the modern typography, interesting angles, and bright colors that appeal to high school students and their families, the campaign does not shy from the competition. Gold Seal programs of choice provide "a private school preparation without the cost," proclaims a print advertisement extolling the "power of choice" and promoting the website, www.fwisd.org/choice.

Included are 30-second advertisements on radio and local television, as well as a website, color brochures, mailers with free magnets, posters, application packets, news releases, and a district-wide choice event. All collateral materials were available in English and Spanish.

Many choices reflect new programs and services developed as part of the campaign, which touts all district high schools as well some middle and elementary schools. The new programs reflect student interests, school traditions, and the job market.

To boost parent and student attendance at the "Choice Expo," the district tweeted reminders and used its mass notification system to make auto-reminder calls to families. Thirteen individual high school videos, featuring parent and student testimonials and alumni narrators, also were produced. These videos, along with two others promoting middle school options and the district as a whole, kicked off school tours, open houses, and community meetings, and were shared online and via DVD.

The "Gold Seal" brand permeates. Gold seals are placed on student diplomas to remind families of the power of choice and the financial benefit of having students in public schools.

So far, it's working. The campaign generated more than 67,900 website hits, 17,200 viewings of online videos, and generated a Choice Expo attendance of more than 2,000. More than 4,000 applications were received during 2011, the campaign's inaugural year, and jumped another 10 percent in 2012.

Perhaps more significantly, given low teacher morale nationwide, employees talked about the pride they felt in seeing the "choices" television commercials, while students wore choice bracelets to show their support.

Business and community financial support, combined with strategic public relations explaining the campaign's purpose, helped take the sting out of using taxpayer dollars for marketing and promotions.

in a topic, issue, or concern, such as looming state budget cuts, legislative actions, and new district initiatives.

At the same time, these techniques — which dominate many school public relations efforts — typically are not enough to influence or change public opinion, or trigger personal or group social action.

To encourage opinion leaders and key publics to evaluate and try out new ideas, or consider the pros and cons of new educational approaches and pending board decisions, savvy public relations and marketing professionals also include more personal and interactive approaches in their communications plans.

These techniques include various engagement tactics such as advisory councils and committees, feedback sessions, key communicator programs, online forums, workshops, and summits. The goal is to involve all community sectors, from the grassroots to the “grasstops.”

While employee and public engagement processes are powerful, the techniques are not panaceas, and require more flexibility and responsiveness on the part of school board members and superintendents.

If consensus is not reached among most public groups, or if the school board or administration decides to go against public sentiment, engagement may actually decrease trust and ratchet up the political costs.

It is also vital to communicate the goals and process clearly before, during, and after the engagement process. Engagement efforts go awry when there is a mismatch between expectations among participants and school officials.

When the employees or the public think they get to decide, while school officials simply want input or feedback about various options, tempers may flare. Even if communications are crystal clear, the nuance between involvement and empowerment (decision-making) represents an ongoing negotiation that requires careful and consistent attention.

Communication plans also come unhinged when more attention is paid to producing award-winning tools rather than strategy development or aligning themes and appeals with the right mediums or audience experiences and interactions.

At the end of the day, whether public relations or marketing efforts were effective rests on whether the strategic goals were met, not whether the e-mail campaign, electronic newsletter, website, or social media outreach program have the latest bells and whistles.

DISCUSSION: **Are You Using Research in Your District’s PR Program?**

Research serves as the framework that aligns the issues or challenges that need solutions with the audiences, objectives, strategies, messages, mediums, timing, benchmarks, budgets, and measures outlined in your district’s communications program. A common mistake is overlooking the effect this research will have on your program’s success or failure.

Here are some questions to ask when your district embarks on a major communications initiative:

- Is a cross-functional team reviewing the standards that have been set?
- Is the team regularly conducting a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to determine gaps in knowledge, experience, and understanding?
- Does your communications team use employee and parent surveys and public opinion polls to gain knowledge about perceptions, awareness, and questions that may arise?
- Is communications research used to match and align goals, strategies, messages, and tactics to audience interests, needs, and preferences?

Chapter 7:

Building Your Elevator Speech

As public school advocates, every school board member should have a prepared “elevator speech” in his or her pocket that can be given in the time it takes to ride an elevator from one floor to another, or to share while waiting in the grocery store check-out line, or at a favorite restaurant.

Basically, the elevator speech is comprised of a two- to three-minute story about the power or importance of public schools in your local community, supported by a couple of key factoids. For maximum effectiveness, the story should tie back to the district’s overall brand positioning strategy.

For example, if promoting a college-bound culture at home and at school is your brand positioning strategy, an effective elevator speech would include a general statement that captures the essence of your district in a few, jargon-free words.

Another school system may want to capitalize on its small size by focusing on its more personal approach to learning. For that school system, its positioning statement would be something like this: “At XYZ schools, it’s personal,” or “At XYZ schools, our small size lets us personalize learning for every child.”

Positioning statements should not be confused with mission statements. Mission statements may be meaningful to the people who helped write them, but generally, they provide little meaningful fodder for marketing purposes.

Marketing is about differentiating your school or district from its competitors. Focus is important; most consumers shy away from “all things to all people” companies and products because they seldom can deliver on all the promises they make.

Written by committee and designed to be all encompassing, most mission statements, while useful for strategic planning purposes, fail the laser-like focus test required for marketing.

If you are able to develop a slogan that captures your brand position well, stay with it and use it (or variations of it) in all communications. Good slogans are worth their weight in advertising gold. Easy to recognize yet hard to write, slogans should not change every year.

A great slogan becomes identified with the organization, not individuals. As such, it should outlast the administrator, firm, or communications person who originated it, as well as changes in leadership or school board membership. Typically, information is just beginning to stick when those closest to it threaten to redesign the website and dump all of the remaining collateral materials.

Once you have a sense of your school district’s brand position captured in writing and can repeat it verbatim without prompting or notes, it’s time to develop an elevator story about each of the major selling points you identify for your district — selling points that also resonate with the values, needs, and desires of your key audiences.

For example, if your district has a robust Advanced Placement program, or a significant commitment to visual and performing arts, arm yourself with a good story or two and a few “wow” facts or statistics. “Wow” facts make the listener, reader, or viewer go “Wow!” either because the information is so impressive, or because they didn’t know public schools were capable of such feats.

Here are a couple of examples:

Theme: We have a great arts program.

Share a story...

“Even in a down economy we have expanded our commitment to the arts by adding a six-week summer school program for gifted middle schoolers with interests in drama, music, theatre, dancing, music, acting, singing, script writing, painting, and technical production. One young man in the program had never acted on stage before, but he earned a standing ovation night after night. Now that is an experience he will take with him the rest of his life, and something that would not have been possible without the encouragement of his teachers and the financial support of the school system.”

...then follow the story with some “wow” facts that buttress and support your positioning statement or overall theme:

- Last year, more than 1,000 people attended the students’ final production at ABC Theatre. And that is just one example.
- At ABC School System, we’re very proud of our extensive arts program, and believe that all kids benefit from cultural awareness and exposure to the arts. That’s why it’s woven into the curriculum in every grade.
- We also believe that’s why colleges value our students so much — they know they’re getting well-rounded individuals who can do more than fill out bubbles on a standardized test. Last year, our graduating seniors earned a record \$__ million in college scholarships — and we believe that is directly related to our pre-k-12 arts program.”

Theme: Bright kids are challenged in our district; we offer top tier academics at ABC high school.

Share a story...

“I was curious about how our high school graduates compared with their peers from our local charter, private, and parochial schools. So I compared the colleges the valedictorians and salutatorians were accepted to. Did you know that more of our kids were accepted at Harvard, Yale, Stanford, Brown, Duke, and Vanderbilt and other top tier universities than all the other schools combined? It blew me away.”

...then follow the story with some “wow” facts:

- Last year, 70 percent of our high school seniors graduated having taken at least one Advanced Placement or International Baccalaureate class.
- Last year, ___ students passed at least one Advanced Placement or International Baccalaureate exam — that’s more than any other school system in the state. (Or, for large systems, “that’s more than ___ states, according to the College Board.)
- ___ students passed five or more Advanced Placement or International Baccalaureate exams.
- Each of our high schools offers more than 20 AP classes — more than any private, parochial, or charter schools in our area.
- The top 10 percent of our seniors outperform their peers at the state and national level on the SAT, _____ to _____ and _____, respectively.

Award-winning programs and major initiatives — from character education to career and technical education or special programs for gifted and talented students — merit some additional research and packaging in order to showcase them to prospective parents, Realtors, business leaders, and other key audiences. Often, a reprinted article from a newspaper or magazine, along with a simple, one-page fact sheet with great nuggets of information, serve as more effective marketing tools or “leave behinds” than four-color brochures, videos, animated presentations, and other collateral materials.

Sample Elevator Speech/Dialogue

As a school board member, your top priority is to advocate for high quality public schools for all children. Having an elevator speech or a few sound bites prepared in advance can help you promote your schools more effectively. Here's a sample:

Constituent: "I know you from somewhere. Are you on the school board?"

Board Member: "Yes I am! I'm a proud member of the ABC County Board of Education."

Constituent: "I wouldn't want your job. Public schools are..."

Board Member: "Actually, I have the best job in the world. At ABC County Schools, we recognize that every child is going to need an advanced education beyond high school in order to compete, so we're making sure our kids experience a college-bound culture at school and at home."

Constituent: "How do you do that?"

Board Member: "By talking about college and what it takes to get into good schools today every chance we get, from early childhood to high school graduation. We find that when kids know we expect more out of them, they tend to deliver. The same is true for parents, teachers, and principals. That's why 95 percent of our kids graduate from high school and get accepted into the colleges they choose more often than kids from other schools. And we have the data to prove it."

Constituent: "Wow. Sounds impressive. But aren't parents today part of the problem?"

Board Member: "Not in our district. Our parents care deeply about their children's success, and they help us make important decisions about our schools. We couldn't do it without them."

Constituent: "Really? But I thought you had a lot of poor families in your community."

Board Member: "We do. But they understand that education will make a difference for their children or grandchildren, nieces and nephews. They still want and deserve the best, and we give it to them. In fact, our parent workshops are so good we've had 20 parents decide to go back to school or college to finish up their degrees. It's really very exciting to be a part of public schools today."

Constituent: "But I thought your schools have a lot of problems with violence and drugs."

Board Member: "Who told you that? You can't believe everything you see on the news or hear from others. If you'd like to come visit one of our schools and find out what's really going on, give me a call or e-mail me. I'll set it up for you. In the meantime, here are some facts about our schools. Maybe you can help me set the record straight about how well our public schools are working in our community." (Hands card with contact information and positioning message, website and social media outlets on one side, "wow" facts about the district and a QR code that links to the district's website on the other side.) "Do you have a card? I can get you on our key communicator list if you'd like."

Constituent: "What's a key communicator?"

Board Member: "It's someone who gets e-mail updates about our schools and is willing to share that information with someone they know. Key communicators also commit to contacting us anytime they hear a rumor, so we can help correct the facts."

Constituent: "Well, I don't think I'm ready for the key communicator program, although it sounds like a good idea. You can put me on your distribution list, though. I've enjoyed our conversation and good luck to you!"

Board Member: "Thank you. And remember, our public schools work, from cradle to college or career."

Conclusion: Take Action — NOW

School boards need to convey they are on the same team as the educators they employ. If we want civil debates in this country, your meetings are a good place to start. If the board doesn't look good, the district can't look good. It really is that simple.

A photo-op, speech, or brochure can't fix infighting, partisan politics, grandstanding, or failing to show respect to staff or board members with whom you disagree. Without strategic public relations interventions led by a unified coalition of public school advocates — including school board members and superintendents — public education's dwindling demographic clout, lack of clear purpose, and history of infighting leaves it open to more attacks.

Telling your story is one aspect of this. Communications, as we've mentioned throughout, involves listening and engaging your parents, your business leaders, and your community. Discussing the board's policymaking role, and knowing the effect your decisions will have is extremely important.

At the hyper-local level, traditional public schools, including high-performing suburban schools, could soon find themselves in a marketing war with charters and other public school alternatives. If current and prospective parents and others who influence school choices do not have all the facts, or are not given the red-carpet treatment by public school employees, they may choose to send their children elsewhere.

Even during good economic times, public schools are often at a distinct disadvantage in comparison to private, charter, and parochial schools when it comes to recruiting students. In marketing terms, these alternatives simply have more of a positive buzz about them than public schools, whether that perception is justified or not.

As a result, the alternative providers' promises of smaller class sizes, more personalized attention, fancy buildings, college-prep academics, better peer role models, access to the latest technology, and more parent involvement ring true for many who are shopping for schools, even if those same attributes and more are offered by their local public schools.

Most public school principals, teachers, and support staff do not know what it is like to recruit students, cater to tuition-paying parents, or raise funds from wealthy alumni. In addition to having more entrepreneurial experience, most private schools and a growing number of charter schools have full-time student recruiters, development officers, or parent/alumni involvement specialists on staff; some have an entire team.

Between the lack of a marketing mindset and massive state and local budget cuts, the gap between traditional public schools and their competitors may have only grown wider in recent years. It's tough to convince prospective parents you have a superior product when the daily news reports teacher layoffs, large class sizes, cuts to non-core academic offerings, and delays in technology purchases.

Yet public schools still have several distinct advantages over their often for-profit counterparts. These include richer curricula, better teaching, a full-range of co-curricular activities, and more diverse student

bodies. Many of these attributes are very attractive to prospective parents, particularly those who now have more choices about where to send their children to school at taxpayer expense.

Transparency, public engagement in decision-making, and representation by locally elected officials also represent selling points for public schools. Today's consumers expect to have a say in decisions that affect them and their children, and may not like the idea that a handful of insiders, or a for-profit management company headquartered out of town are calling most of the shots regarding local tax dollars.

Marketing battles typically are won based on reputation, customer service, and the ability to consistently fulfill promises made to consumers. As with other consumer choices, style and brand name cachet and other intangibles often win over superior products; while it's difficult to think of something as vital as public education as just another product offering in the marketplace, that's the situation we currently find ourselves in.

Most school board members are highly professional and understand they need to model the behavior and courtesousness they want students and employees to emulate. However, some seem more interested in using their tenure as a stepping-stone politically and focus on what makes them look good, not necessarily what's best for students.

This doesn't mean you should act as rubber stamps for the superintendent, or that everyone has to agree all the time. Democracy thrives with the free and open exchange of ideas. We all know that democracy is messy — sometimes very messy — but personal, mean-spirited, divisive behavior has no place in the boardroom.

If behavior gets us into trouble, words won't get us out of it. Address concerns professionally and privately, where appropriate. Respect the chain of command and try not to surprise staff at board meetings with "gotcha" questions.

The board's job is to set policy and hire — or fire — the superintendent. It's the superintendent's job to run the schools. We've all heard that a million times, but if it's so simple, why do so many of us have a hard time doing it?

At this point, either we can become just another slowly dying government entity with a stellar past that is used only as a last resort, or we can reinvent ourselves as marketing and entrepreneurial philanthropic concerns devoted to the greater good.

The choice is ours to make, but the window of opportunity is not going to stay open long. It is time to reinvent public education to meet the needs of 21st century students and their families, and it is time to tell our story — more often, loudly, and better than anyone else does.

15 Things School Board Members Can Do To Boost Public Confidence in Public Schools

- Show the public what good governance looks like.
- Model the behavior you want students and staff to emulate, especially during times of conflict.
- Know your facts, and be proactive in sharing them.
- Develop your elevator speech about your school system, why you serve, and why others should care about your local public schools.
- Tell 10 success stories for every criticism you hear or share.
- Bring someone new with you every time you visit a school, attend a school program, or district event.
- Recruit new families for public schools, and stay in touch with current and prospective parents.
- Reach out to Realtors, grandparents, human resource officers, and others who influence where people live and where families send their children to school.
- Hit the breakfast, lunch, and dinner speaking circuit in your community, and remind people that public schools are the only game in town that serves all children.
- Build relationships with opinion leaders in your community, and have them on speed dial and in your e-mail distribution list.
- Add to your district's database of key audience members every time you meet someone new by sharing copies of the business cards you collect with the public information or superintendent's office.
- Make sure your district is represented on other key community boards, groups, commissions, and committees. Require at least annual reports to back to the entire school board about news, information, tasks, and activities.
- Contact your local, state, and federal representatives regularly about the importance of public schools, to share good news, or invite them to school and district events and activities.
- Work with your local economic development teams to make sure public schools are represented fairly and on par with private school or charter options when new businesses are recruited, or new executives come to town.
- Don't guess. If you don't know something, or haven't heard about something, don't express shock and dismay, or assume the worst is true. Carry blank note cards and a pen with you at all times so you can take down the information or concern, and promise to have someone get back to them quickly. Then share the information with the superintendent or appropriate staff member. Reserve judgment until you have all the facts.

About the Authors

Nora Carr, chief of staff for Guilford County Schools in Greensboro, N.C., is noted for her experience in strategic planning, communications, change management, and organizational development. She has been the communications columnist for *American School Board Journal* since 2006 and is the winner of more than 90 local, state, and national awards for communications excellence.

Glenn Cook, executive editor of publications for the National School Boards Association, has worked in publishing and communications for almost 30 years. Under his leadership as managing editor, editor-in-chief, and now publisher, *American School Board Journal* (www.asbj.com) has received more than 30 national awards for publishing excellence over the past decade.

Additional Resources

National School Boards Association's Success Stories —
www.nsba.org/Board-Leadership/Governance

NSBA's Center for Public Education
www.centerforpubliceducation.org

American School Board Journal — www.asbj.com

The Magna Awards — www.asbj.com/magna

School Board News Today — <http://schoolboardnews.nsba.org>

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District

1) MTSS

2) Instructional Frameworks

3) Equity

Coaches DLC-IC

Elementary

SEL

Personalized Learning

PBIS

Middle

Grading Practices

Teaming/Intervention

High

Grading Practices

Teaming/Intervention

ELEMENTARY CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #1: Research and implement a student behavior management system and a district social/emotional framework in order to help address the social and emotional needs of our students and families.

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<p>Form a committee E-8 to research a student behavior management system for buildings and come up with a recommendation for implementation in 2018</p> <p>Research options for adopting a social/emotional framework</p> <p>Form building committees for student management implementation in the summer of 2018.</p>	<p>Initial Implementation of / training on a student behavior management system</p> <p>Introduction of a social/emotional framework in the spring 2019</p>	<p>Initial Implementation of / training on social/emotional framework</p> <p>Full implementation of student behavior management system</p>	<p>Full implementation of student behavior management system and social/emotional framework</p>	<p>Implementation checks and adjustments as needed</p>

Recommendation #2: Continue our focus on the implementation of writing workshop, and work to create integrated units of reading and writing with content areas (health, social studies and science).

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<p>Grades K-2 full implementation of writing workshop</p> <p>K-2 implementation checks for quality</p> <p>Grade 3 writer's workshop training & full implementation</p> <p>Grades 4 & 5 lab classroom training</p> <p>Periodic review of writing samples at PLC (formatively) and at district level</p>	<p>K-3 implementation checks for quality</p> <p>Grades 4 & 5 writer's workshop training & full implementation</p> <p>PLC ongoing agenda item</p> <p>Periodic review of writing samples at PLC (formatively) and at district level</p>	<p>K-5 implementation checks for quality</p> <p>Integration of content with writing/reading process that fits with vertical alignment in social studies, health, and science</p> <p>Periodic review of writing samples at PLC (formatively) and at district level</p>	<p>Implementation checks and adjustments as needed</p>	<p>Implementation checks and adjustments as needed</p>

ELEMENTARY CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #3: Create and implement a Multi-Tiered System of Supports that aligns instruction and support services for all students across the district.

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<p>Form a committee (E-8) to define Multi-Tiered System of Supports (MTSS)</p> <p>Do a system-wide comprehensive needs assessment of current structures and practices (needs assessment includes an analysis of current forms, procedures, interventions, and other data already collected, as well as observations of programming)</p> <p>Explore options such as Total School Cluster Grouping, coteaching, innovative HP services and intervention services, as well as review current I-Team processes</p> <p>Develop a vision for Shakopee’s MTSS</p> <p>Develop a communication plan for sharing needs assessment results & definitions with ALL staff</p>	<p>Improve the I-Team process for consistency across the district which includes:</p> <ul style="list-style-type: none"> ● Prereferral process ● Membership ● Consistent schedule <p>Revise to increase consistent use of I-Team forms</p> <ul style="list-style-type: none"> ● Documentation of interventions ● Progress monitoring <p>Identify Tier 1, Tier 2 and Tier 3 interventions</p> <p>Develop a professional development plan that aligns beliefs and teaching practices across tiers</p>	<p>Develop building plans for a continuous improvement model in regards to multi-tiered system of supports including changes in intervention programming where appropriate</p> <p>Coordinate services between the tiers by providing training and supports for ALL</p>	<p>Full implementation of MTSS</p> <p>Ongoing training and supports provided as needed</p>	<p>Evaluation of implementation</p> <ul style="list-style-type: none"> ● What’s working? ● What’s not?

ELEMENTARY CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #4: Continue to align and design curriculum and professional development that aligns to our District Instructional Framework, including a focus on equity and culturally responsive teaching practices.

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<p>Gradual Release of Responsibility (GRR) training for K-5 district implementation of writing</p> <p>Integrate Digital Literacy with Design in 5 work (especially with device rollout Gr 3-5)</p>	<p>Develop and implement a plan to ensure common understanding of the District Instructional Framework</p> <p>Continue training on Gradual Release of Responsibility and Digital Learning</p>	<p>Authentic learning training to align with current secondary work</p> <p>Equity and Culturally responsive teaching methods are integrated into authentic learning professional development</p>	<p>Continued authentic learning training to align with current secondary work</p>	<p>Full implementation of authentic learning</p>

Recommendation #5: Implement grading and reporting processes that address the questions of when we report, what we report, how we report, and how often we report.

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<p>Continue roll-out of standards-based grading in grade 3</p> <p>Continue implementation of the first 7 grading fixes</p>	<p>Continue roll-out of standards-based grading in grade 4</p>	<p>Continue roll-out of standards-based grading in grade 5</p> <p>Form a E-12 grading practices and reporting team to work on alignment as a district.</p> <p>Create communication plan for sharing any changes on reporting process with community members</p>	<p>Communicate changes in reporting plan with community</p> <p>Pilot implementation of grading practices and reporting plan where needed.</p>	<p>Full implementation of grading practices and reporting plan</p>

ELEMENTARY CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #6: Develop and offer District specialized program options for elementary students.

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NA	<p>Form a committee to explore options for specialized programs (may include previously identified options of: Gifted Magnet, Dual Language Immersion School, Sister Schools, etc)</p> <p>Develop survey of programming options to gather community input and interest</p> <p>Send survey to community</p> <p>Analyze results of survey</p>	<p>Research programming models based on community interest</p> <p>Make recommendation(s) to School Board about specialized programming options</p> <p>Upon approval, begin planning process for specialized programming options (staffing, training, curriculum, space, etc)</p>	Implement as approved	

ELEMENTARY CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #7: Implement personalized learning models that align to the district instructional framework that includes physical spaces that match the learning environment.

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NA	<p>Form district committee (include community members) to observe/visit/research personalized learning in action at the elementary level</p> <p>Survey staff to generate interest in piloting various structures to support personalized learning</p> <p>Provide professional development for staff around personalized learning</p>	<p>Pilot different options at various schools</p> <p>Educate and survey parents and staff on readiness for further study and implementation</p> <p>Review and evaluate pilots</p> <p>Create an action plan to replicate successful pilots</p> <p>Implement plan to improve the physical spaces to a more flexible learning environment over time.</p>	<p>Implement with ongoing support based on staff readiness and/or parent interest</p> <p>Review and evaluate</p>	<p>Continue implementation</p> <p>Review and evaluate</p>

ELEMENTARY CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #8: Revise and/or create curriculum that aligns to the Academy model at the high school where appropriate, using [My Saber Plan](#) to track alignment with emphasis on the 6 C's.

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
N/A	N/A	<p>Educate elementary staff on details of academy offerings</p> <p>Dissect current curriculum in existence to identify what already aligns to academy model</p> <p>Define the purpose of My Saber Plan for elementary students: <i>How will this help students to make secondary/post secondary decisions?</i></p>	<p>Create a committee to work with Dave to clarify elementary contributions to My Saber Plan. <i>What additions contribute to the ultimate purpose of the plan?</i></p> <p>Identify what content will be helpful for students long-term in academy and post secondary decision making process</p>	<p>Share with elementary staff how to implement academy themes and My Saber Plan</p> <p>Plan for implementation</p>

MIDDLE CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #1: Research and implement an E-8 social/emotional curriculum, supported by a student management system, based on positive and proactive interventions within a Multi-Tiered System of Supports for behavior and academic interventions.

Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019 & Beyond
N/A	<p>Form a committee E-8 to:</p> <ul style="list-style-type: none"> - research and determine a district student behavior management system for buildings - research options and determine model for a social/emotional framework - define Multi-Tiered System of Supports (MTSS) <p>Do a system-wide comprehensive needs assessment of current structures and practices (needs assessment includes an analysis of current forms, procedures, interventions, and other data already collected, as well as observations of programming)</p> <p>Develop a vision for Shakopee's MTSS model</p> <p>Develop a communication plan for sharing needs assessment results & definitions with ALL staff</p>	<p>Form building-level teams to address plan for social/emotional framework</p> <p>Identify Tier 1, Tier 2 and Tier 3 interventions and intervention & enrichment programs for all buildings</p> <p>Develop a long term professional development plan that aligns beliefs and teaching practices across tiers</p>	<p>Train staff as needed on social/emotional framework</p>	<p>Implement social/emotional framework as and continue training as needed</p> <p>Form building teams to create plan for implementation of building student management system</p> <p>Implement professional development plan on MTSS and adjust intervention and enrichment programs as needed</p>	<p>Train staff on building student management system</p> <p>Implementation checks ongoing and adjustments as needed</p>

MIDDLE CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #2: Design and scaffold for students, staff, and families a team approach to personalized learning based on the instructional framework.

Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019 & Beyond
Administrators and Lab classrooms are trained on authentic learning (part of instructional framework).	<p>Professional development that includes authentic learning, teaching on a block vs. regular (7 period) schedule during building professional development time (fall 2017 & beyond).</p> <p>Identify possible pilots to implement My Saber Plan with students with an emphasis on addressing the 6 C's through authentic learning experiences</p> <p>Develop a plan to help staff understand district personalized learning framework.</p>	<p>Building-level professional development around management of authentic/ project-based learning in the classroom (spring 2018 & beyond).</p> <p>All Content Area PLC's revise/ develop and implement one unit that incorporates an authentic project or problem</p>	<p>Provide training for admin & building teacher leaders to develop a strong culture that embraces personalization for students (summer 2018 & beyond).</p> <p>Develop a communication plan for students & parents to learn more about personalized learning.</p>	<p>Continue planning & implementation of personalized learning approaches.</p> <p>Identify additional training needs to support continuous growth in critical instructional practices which help us personalize learning for students.</p> <p>Explore personalization models (school-wide, school w/in a school, team choice, multi-age teams).</p> <p>Conduct a needs assessment and develop a plan regarding physical space to improve a more flexible learning environment</p>	<p>Continue planning & implementation of a team approach to personalized learning.</p> <p>Determine options to foster innovation around personalized learning within teaming structures.</p> <p>Implement plan to improve the physical spaces to a more flexible learning environment over time.</p>

MIDDLE CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #3: Develop a middle school team structure that includes composition and membership of teams, common and regular teaming time, and meeting structures and protocols.

Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019 & Beyond
<p>Have conversations around team membership.</p> <p>Brainstorm scheduling assumptions to be tested to inform decisions around teaming and scheduling.</p>	<p>Committee of administrators and counselors from all middle level buildings will test scheduling assumptions identified during the summer to ameliorate possible issues before final decisions are made on a teaming model.</p> <p>Final decision will be made on team composition (specific content areas to be included on teams).</p> <p>Create protocols and agenda templates to implement effective team meetings.</p>	<p>Middle school administrators will create balanced teacher teams based on information collected through surveys, inventories, etc.</p> <p>Begin master scheduling process adhering to guiding principles.</p> <p>Develop a plan for realignment of room usage/assignment to facilitate the new team structure.</p>	<p>Train team leaders on how to facilitate effective team meetings using developed protocols and agendas.</p> <p>Train teachers on effective meeting practices that align with middle school philosophy and to build team and school community.</p> <p>Begin work to align practices to school-wide expectations (grading, Infinite Campus, Canvas, reassessment, classroom management procedures and practices)</p> <p>Continue work on master schedule adhering to guiding principles.</p>	<p>Administrators and Instructional Coaches will support the continued growth of instructional practices within a team model as well as the effective use of team meeting time.</p> <p>Team teachers will have aligned practices based on school-wide expectations (grading, Infinite Campus, Canvas, reassessment, classroom management procedures and practices).</p>	<p>Continue work on aligning grading and reporting practices with district recommendations.</p> <p>Monitor, adjust, and identify training needs to support continuous improvement.</p>

MIDDLE CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #4: Implement a modified-block schedule that provides extended learning opportunities for teachers and students. Block days will occur on a 6-day, repeating cycle, providing a regular and predictable meeting schedule for all classes (every day and every-other day), with daily advisory time.

Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019 & Beyond
Present proposed schedule cycle to Board for input.	<p>Create bell schedules for regular days, block days, and early release days.</p> <p>Create a calendar of the cycle days for the 2018-2019 school year.</p> <p>Communicate schedule to teachers.</p> <p>Professional development around effective instruction in a block schedule, use of flexible time created through addition of 8th hour on block days, intervention/enrichment, etc.</p>	<p>Develop communication plan for parents and students.</p> <p>Continue professional development around effective instructional practices for middle level students.</p>	Continue professional development around effective instructional practices for middle level students.	<p>Administrators and Instructional Coaches will support the continued growth of critical instructional practices in the classroom, taking advantage of opportunities presented with a teaming approach and modified block schedule.</p> <p>Identify additional training needs to support continuous improvement of all teachers.</p>	Promote and support continued growth of critical instructional practices, innovation to increase personalized learning for all students, and identify training needs to support continuous improvement.

MIDDLE CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #5: Develop and implement an organizational structure for 8th period that includes a social/emotional curriculum, academic and career planning, community building, and intervention/enrichment/choice options.

Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019 & Beyond
N/A	<p>Building teams work with support from Teaching and Learning to create a vision for 8th period, articulate clear objectives and develop a curriculum map.</p> <p>Curriculum map will include E-8 social/emotional curriculum, college and career advising including high school preparation/transition, etc.</p>	<p>Middle School administration create procedures and structure to ensure the success of 8th period</p> <p>Communication plan will be developed to ensure common understanding of 8th period among staff, students, parents and community</p> <p>A plan will be developed and articulated on how interventions and enrichment opportunities will be included as part of the 8th period experience</p>	<p>Train staff as needed to ensure quality implementation of 8th period</p>	<p>Implementation of 8th period. Training continues as needed</p>	<p>Implementation checks and adjustments</p>

MIDDLE CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #6: Develop and implement a plan for transitioning sixth grade to middle school.

Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019 & Beyond
N/A	N/A	<p>Assemble a team of teachers, counselors, and administrators to create a plan to introduce fifth graders to middle school.</p> <p>Dedicated evening for incoming sixth grade parents to provide information on middle school, registration, etc.</p>	<p>Pre-Open house opportunity for incoming sixth graders to ease anxiety (Saber Camp).</p>	<p>Open House for all students and parents before school starts.</p> <p>After the start of the year, teams will host a gathering for their team's families to create community and build partnership.</p> <p>Gather feedback from parents on transition experience.</p>	<p>Use feedback to adjust and improve our transition plans for students and partnerships with parents.</p>





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
Establish Vision & Student Outcomes for each Academy	<ul style="list-style-type: none"> • Through building-wide process, articulate a common vision for Academies so that teachers are invested and engaged in change process • Develop Academy culture: write academy vision, values, missions, and student outcomes 	<ul style="list-style-type: none"> • 100% of teachers can explain and share the vision/mission statement of school and academies • 100% of teachers are actively participating in PLC, teaming, and authentic learning training • Completion of vision, mission, values and student outcomes for each Academy. Vision and mission are visible in school 	<ul style="list-style-type: none"> • Executive Principal 	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"> • Provide consistent and common training in the authentic learning protocol • Define appropriate places for authentic learning within courses and develop authentic learning projects • Academy Teams work together to create interdisciplinary projects when appropriate 	<ul style="list-style-type: none"> • 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 • 60% of students complete at least one authentic learning project by 2019-2020 • 80% of students will complete at least one authentic learning project by 2020-2021 	<ul style="list-style-type: none"> • Executive Director of Teaching & Learning 	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
Teaching on the Block	<ul style="list-style-type: none"> • 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 • 60% of students complete at least one authentic learning project by 2019-2020 • 80% of students will complete at least one authentic learning project by 2020-2021 	<ul style="list-style-type: none"> • All teachers will receive explicit training in practices such as: the workshop model, designing and planning for extended time and teaching on the block • All teachers will engage in PLC discussions to develop and implement best practice strategies for teaching on the block • All teachers will engage in practice “Block schedule” days in order implement teaching on the block practices 	<ul style="list-style-type: none"> • Executive Director of Teaching & Learning 	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 <u>2018-19</u> <input type="checkbox"/> Ongoing assessment of best practice
Align 9-12 Curriculum to Academy Model	<ul style="list-style-type: none"> • Programs of Study are clearly identified, designed and refined through articulation and industry council meetings • All elective courses will be identified as one of the following: Program of Study Elective, Academy Elective, or Global Elective 	<ul style="list-style-type: none"> • Student and parent surveys reflect that the pathways are clearly identified • All elective courses (other than global electives) are aligned with an academy • Team meeting minutes reflect authentic learning projects aligned 	<ul style="list-style-type: none"> • Secondary Teaching & Learning Coordinator 	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

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

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"> Counselors will be experts in their Academy 					<u>2017-2018</u> <input type="checkbox"/> Provide training for specialized positions
Specialized Services: Identify SpEd and EL structures and appropriate intervention, and G/T that work best within the Academy Model	<ul style="list-style-type: none"> Promote and include accelerated options Embed 21st Century skills/6C's into curriculum Embed literacy, technology, and socio-emotional competency throughout curriculum for all students Provide all academy teachers with professional development in differentiated instruction, inclusion strategies and MySaberPlan. Perform timely academic interventions through teacher teams 	<ul style="list-style-type: none"> Curriculum is embedded with the 6C's across all specialized areas and administrators-instructional coaches can observe it being implemented. Specialized Services Staff have increased the use of general education curriculum incorporating 21st Century Skill/6C's in their daily instruction. 	<ul style="list-style-type: none"> Director of Special Services 	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

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
Shared Accountability, Progress Check, Improvement Planning, & Program Updates	Organize an annual retreat to... <ul style="list-style-type: none"> Review the master plan progress Organizational Structure / Hub Design / Staffing Pathway Programming - meeting student needs? Tools/technology/equipment audit...do they meet industry standards? Review efficacy of MySaberPlan - components, usage and reporting 	<ul style="list-style-type: none"> Master Plan Retreat held Learning Tactics reviewed and modified as needed Organization Flow Chart / Hub Design Completed (Is our leadership design / structure meeting our current and future needs?) Pathway Programming (Are the pathways meeting our student needs?) <ul style="list-style-type: none"> # of students in academy and pathways, including demographics staffing 	<ul style="list-style-type: none"> Superintendent 	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"> Internal Data Retreat 	<ul style="list-style-type: none"> Data Retreat held Building goals defined 	<ul style="list-style-type: none"> Data & Testing Administrator 	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"> Establish a process for continuous monitoring through an oversight committee of the steering committee 	<ul style="list-style-type: none"> Quarterly meetings to review number of mentorships established, stakeholder surveys, pathway courses, etc 	<ul style="list-style-type: none"> Superintendent 	Fall 2017	Ongoing	<u>Fall 2017</u> <input type="checkbox"/> Quarterly meetings for review in place

SYSTEMS OF ANALYSIS & CONTINUAL IMPROVEMENT

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

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"> • Development of Internal and External Data Dashboards by High School and by Academies • Create individual academy dashboards to report and monitor the success and viability of the academy 	<ul style="list-style-type: none"> • Data dashboards are accessible by all district staff members 	<ul style="list-style-type: none"> • Data & Testing Administrator 	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"> • Collect Community Investment\Data (This is part of a data dashboard for internal and external review/use) 	<ul style="list-style-type: none"> • Monitor district implementation and community support • Measure the amount of investment in SPS by different companies (hours, partners, sponsorship, monetary, etc.) 	<ul style="list-style-type: none"> • Data & Testing Administrator 	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

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"> Develop mechanism for measuring student preparation and skills set for those involved in the community 	<ul style="list-style-type: none"> Mechanism for measuring student preparation and skills set for those involved in the community implemented 80% of all students have the skill sets required for successful involvement within the community 	<ul style="list-style-type: none"> Data & Testing Administrator 	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"> Assess relevance of current technology, equipment, and other tools of instruction including industry relevant equipment to support academy model 	<ul style="list-style-type: none"> 80% of technology, equipment and other tools of instruction fall within the industry standard 	<ul style="list-style-type: none"> Director of Instructional Technology 	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
Develop Tracking Plan for Shakopee Graduates	<ul style="list-style-type: none"> Develop mechanism for tracking graduates' college and career experiences and their alignment with their academy experiences 	<ul style="list-style-type: none"> Mechanism for tracking graduates' college and career experiences and their alignment with their academy experiences implemented 	<ul style="list-style-type: none"> Data & Testing Administrator 	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
Training on District Teacher Evaluation and Development System	<ul style="list-style-type: none"> Provide education, training, and support services to advisory committees, principals, academy leaders, faculty, and staff on the new accountability systems 	<ul style="list-style-type: none"> Master Planning Team understands the district's accountability system Maintain alignment with Q-Comp and state Teacher Development and Evaluation law 	<ul style="list-style-type: none"> Executive Director of Administrative Services 	Fall 2016	Annually	<u>Annually</u> <input type="checkbox"/> Review of accountability system

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
Capstone Experience	<ul style="list-style-type: none"> Define capstone experience based on secondary design team recommendation. Collaborate with local business partners and academy coaches on what students should gain from the experience Develop plan for training and support for teachers Develop success indicators to include number of students completing, students' satisfaction indicator, and teacher evaluation. 	<ul style="list-style-type: none"> Capstone defined and design requirements and timeline completed Success indicators clearly identified and defined. Business leaders will give input regarding what students should gain from the experience held 	<ul style="list-style-type: none"> Secondary Teaching & Learning Coordinator 	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
Post-Secondary Visit	<ul style="list-style-type: none"> Determine various options for what this could be for ALL students: 4 year, 2 year, technical, military, online. 	<ul style="list-style-type: none"> All freshman will visit a post-secondary campus in state and virtual tours of their choice 	<ul style="list-style-type: none"> Executive Principal 	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
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Special education department has established plan and timelines set for implementation 		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"> • 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 			Spring 2018	Fall 2019	<u>2018-2019</u> <input type="checkbox"/> Use data to modify plans as needed
Profile of a Shakopee Graduate	<ul style="list-style-type: none"> • Characteristics of a Shakopee Graduate <ul style="list-style-type: none"> ○ Define expected characteristics of a Shakopee graduate ○ Craft a profile brand identity to be shared with the public 	<ul style="list-style-type: none"> • Communication plan developed • Profile brand identity shared with the public 	<ul style="list-style-type: none"> • Executive Director of Teaching & Learning 	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
Shakopee Graduation Requirements	<ul style="list-style-type: none"> • Identify graduation requirements for new schedule • Plan for implementation of new graduation requirements (phase in / phase out) • Identify success criteria (percentage of on-time graduation, students meeting characteristics of the profile, etc) 	<ul style="list-style-type: none"> • Graduation requirements are defined for master schedule • Implementation Plan for Graduation requirements completed • Tracked and assessed through Naviance. 	<ul style="list-style-type: none"> • Executive Director of Teaching & Learning 	Summer 2016	Fall 2017	<u>2016-2017</u> <input type="checkbox"/> Shakopee Graduation Requirements approved by School Board

POST-SECONDARY ALIGNMENT

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
MySaberPlan	<ul style="list-style-type: none"> Determine components, make platform decision(s), and develop roll-out plan for MySaberPlan (MSP) Finalize the delivery system for MSP - including both the technical platform and “human” resources required to implement. Develop plan for MSP implementation and provide training for teachers, counselors, students, parents and admin Implement MSP 	<ul style="list-style-type: none"> MSP includes artifacts of student performance via portfolio Evaluation plan to monitor quality of MySaberPlan implementation Measures of success include percentage of students use, parent connection, ability to guide teachers, students, and families, and usefulness in student direction and choice. Professional Development created and provided for all stakeholders 	<ul style="list-style-type: none"> Data & Testing Administrator 	Fall 2016	Spring 2020	<p><u>2016-2018</u></p> <ul style="list-style-type: none"> <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 <p><u>2019 - 2020</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Full Implementation of MSP for grades 6-12 <p><u>2019-2020</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Full Implementation of MSP for E-5
College and Career Readiness/ Career Exploration Opportunities	<ul style="list-style-type: none"> Create the curriculum/structure for college and career readiness, and develop an implementation plan. Design schedule of best places within 9-12 for post-secondary institution visits related to academies. Specialized Counselor professional development to increase expertise in post-secondary learning opportunities (specifically for each academy) 	<ul style="list-style-type: none"> Delivery system finalized (note: this will be an ongoing process, and never fully finalized) College and career readiness curriculum/structure created and implementation plan developed Done via audit of current curricular programming and new requirements based on “holes” and additional new/topics. Institutional visits schedule developed 	<ul style="list-style-type: none"> Executive Director of Teaching & Learning 	Fall 2016	Spring 2020	<p><u>2016-2017</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Create the curriculum/structure for college and career readiness <p><u>2017-2018</u></p> <ul style="list-style-type: none"> <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
Post-secondary learning opportunities for credit or certification	<ul style="list-style-type: none"> Determine learning opportunities for students to obtain credit (2-yr, 4-yr, CTE, etc.) Develop relationships with multiple institutions to increase opportunities for postsecondary credit (concurrent, articulated, certification, etc.) 	<ul style="list-style-type: none"> Success measured by percentage of students earning credit or certification, accessibility to disadvantaged students, usefulness in students' future direction, etc. Every Academy will provide access to an industry certification for all qualified students without regard to ability to pay Every Academy will provide access to relevant college credit options through AP, concurrent enrollment or articulated credit. Equal access to postsecondary credit and industry certification will represent SHS students in an equitable way 	<ul style="list-style-type: none"> Secondary Teaching & Learning Supervisor 	Fall 2016	Spring 2018	<p><u>2016-2018</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop relationships with institutions to increase opportunities for postsecondary credit <input type="checkbox"/> Determine which learning opportunities students will obtain credit <p><u>2018-2019</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure professional certificates are accessible to all qualified students within each career pathway

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
Create Master Schedule	<ul style="list-style-type: none"> • Master Scheduler is well versed in cohort scheduling and scheduling best practices • Sample Master Schedules are produced to ensure quality • Determine target level of academy purity for both students and teachers 	<ul style="list-style-type: none"> • Monitor teacher common planning time with PLC and academy team • Monitor student and teacher academy purity level targets 	<ul style="list-style-type: none"> • Executive Principal 	Fall 2016	Spring 2018	<p><u>2016-2017</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Master Schedule Training <input type="checkbox"/> Create sample schedule to identify challenges and obstacles <p><u>2017-2018</u></p> <ul style="list-style-type: none"> <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) <p><u>2018-2019</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Master schedule implemented; Gather data and evaluate

ORGANIZATIONAL STRUCTURES & TRANSITIONS

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

ORGANIZATIONAL STRUCTURES & TRANSITIONS

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

ORGANIZATIONAL STRUCTURES & TRANSITIONS

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

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
Convening Organization	<ul style="list-style-type: none"> • Create a Convening Organization (Academies of Shakopee Ford Next Generation Steering Committee) which represents the diversity of the community 	<ul style="list-style-type: none"> • Leaders from the Chamber of Commerce in their respective organizations will be selected to guide the academy initiative. • Committee will meet as needed 	<ul style="list-style-type: none"> • Superintendent 	Fall 2016	Fall 2016	<u>August 2016</u> <input type="checkbox"/> Convening organization will be established
	<ul style="list-style-type: none"> • 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"> ○ Develop a coordinated Partnership Plan ○ The academy calendar of events reflects business engagement ○ Identify and recruit sector partners ○ Ensure adequate and equitable support for all academies 	<ul style="list-style-type: none"> • 100% of Academies will have at least 2 business partners by 2018 	<ul style="list-style-type: none"> • Superintendent 	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"> • Develop communication for recruitment and vetting of partners that may serve on the convening organization as well as provide mentorships 	<ul style="list-style-type: none"> • Procedure established that lays out the process in which the convening organization selects business partners 	<ul style="list-style-type: none"> • Superintendent 	Fall 2016	Spring 2017	<u>Spring 2017</u> <input type="checkbox"/> Business Partnerships coming to fruition naming of the first key partners

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"> Develop a process in which the convening organization recruits businesses to provide mentorships, externships, internships and other in-kind contributions. 	<ul style="list-style-type: none"> Procedure established that lays out the process in which the convening organization selects business partners Recruitment, Selection and vetting process and procedures will clearly be outlined and accessible by December 2016 	<ul style="list-style-type: none"> Superintendent 	Fall 2017	Fall 2018	<u>Fall 2018</u> <input type="checkbox"/> Mentorship opportunities identified for each academy
Experiential Learning (e.g. externships, apprenticeships, job shadows, round tables, etc.)	<ul style="list-style-type: none"> All Academies/educators have identified experiential learning needs based on curriculum and academy pathways Articulation teams begin work with industry councils to determine experiential learning needs Integrate community speakers, field trips, job shadowing experiences, mentorships, and community service opportunities into classroom when appropriate Academy coaches facilitate the relationship between business and educators and establish connections between partners Experiential learning will vary according to faculty needs Appropriately train staff to work in conjunction with business partners as needed 	<ul style="list-style-type: none"> 90% of teachers participate in business roundtables (for all pathways within academy) Guidelines for working with business and community partners, (i.e. parameters, teacher role, ethical considerations) have been determined and communicated. Minimum 30% of teachers annually participate in externships (individual or team) Within five years, 100% teachers have completed at least one job shadow 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 	<ul style="list-style-type: none"> Executive Principal 	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

BUSINESS & COMMUNITY SUPPORT STRUCTURES

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

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"> Identify the features, components, and operations of the Advisory Board (Academy Industry Council) Rubric created to assess the fidelity of the implementation of the Advisory Board (Academy Industry Council) design Advocates for the success of the academy Promote the academies in the community Recommend the creation, sun-setting, and location of Academies and pathways to the district Don't forget to align to Middle Schools 	<ul style="list-style-type: none"> Guidebook developed that frames the work of the advisory board Monitor the successful implementation and ongoing fidelity of industry related academies on a quarterly basis 		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"> Customize the Advisory Boards (Academy Industry Councils) to reflect the circumstances of the Academies of Shakopee 	<ul style="list-style-type: none"> Specific characteristics and traits developed that reflect the mission of the academy Each academy will have at least one business partner from their respective academy on the Advisory Board (Academy Industry Council) 		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.

BUSINESS & COMMUNITY SUPPORT STRUCTURES

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

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"> Develop a system for assessing the quality of the mentoring program and activities 	<ul style="list-style-type: none"> Teacher/Student/Community Business Feedback Survey will be given yearly Student satisfaction with mentoring experience Mentor satisfaction with mentoring experience 	<ul style="list-style-type: none"> Executive Principal 	Fall 2018	Spring 2019	<u>Fall 2019</u> <input type="checkbox"/> Feedback and evaluation tool implemented
Secure Business Partnerships	<ul style="list-style-type: none"> Negotiate a branded business partner including naming rights Build small business partnerships 	<ul style="list-style-type: none"> Clearly laid out plan and expectations for the involvement of that partnership within the academy and its classes 	<ul style="list-style-type: none"> Superintendent 	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
Local Business Outreach / Industry council for each academy	<ul style="list-style-type: none"> Identify the structure, role, membership, and maintenance of industry council for each academy (academy coach as facilitator) T&L holds meeting for articulation with industry partners for feedback and review Develop plan of externships for teachers to get real experiences in the field Implement plan of externships 	<ul style="list-style-type: none"> Industry Councils' structure, role, membership, and maintenance plans identified for each academy 	<ul style="list-style-type: none"> Superintendent 	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

TACTICAL PLAN - COMMUNICATIONS

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

COMMUNICATIONS

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
Communications Plan	<ul style="list-style-type: none"> Continue to update website 30 seconds, 3 minutes, 30 minutes Continue to update a one-pager & FAQ 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) Ideas: bookmarks and lanyards Front line staff learn sessions (provide information at departmental meetings) 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] 	<ul style="list-style-type: none"> Develop a global icon for ease in navigation Creation of a Video use students to talk about the experience (current students in “academy type” classes, CAPS students, alumni) 	<ul style="list-style-type: none"> Communications Supervisor 	2016	On-going	<p><u>Ongoing</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Update website and one-pager, FAQ <input type="checkbox"/> Promo videos <p><u>2016-2017</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Front line tool kits, update as needed <input type="checkbox"/> Learn sessions Example: departmental meetings [update, as needed] <p><u>2018-2019</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tell personal student stories based on experiences and successes in Academies of Shakopee

COMMUNICATIONS

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
Parent/ Student/ Community Outreach/ Information Sessions	<ul style="list-style-type: none"> • 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 • 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 • Academies of Shakopee & Ford NGL Designation and Celebration of Academies of Shakopee business partners • Academies of Shakopee open house celebration: 1st year and 3rd year • Year 1: Showcase new space to community • Year 3: Celebrate successes • 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] 	<ul style="list-style-type: none"> • 2016-2017 50% engagement of 11, 10, 9, 8 and 7th graders (parents/guardians and students) • 2017-2018 Same - 50% engagement • Administer parent/guardian survey to measure the engagement with academies • Outreach Opportunities: <ul style="list-style-type: none"> ○ Special Ed Advisory Council ○ Curriculum Advisory Council ○ EWE Parents ○ SHS Parents ○ Hispanic, Somali, Russian night ○ SCALE meetings ○ SACS information night ○ PTO's at elementary schools ○ Realtor & faith-based information sessions (coffee talk sessions) 	<ul style="list-style-type: none"> • Communications Supervisor 	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 & 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

COMMUNICATIONS

Learning Tactics	Action Steps (Objectives)	Measurable Outcomes	Lead Person(s) /Team	Start Date	End Date	Yearly Goals
Student Ambassador Program	<ul style="list-style-type: none"> 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 The ambassadors will conduct student lead tours, present to the school board and serve on the steering committee Ambassadors are the voice of the academies. They will represent student voice and choice 	<ul style="list-style-type: none"> Create an application process for student leaders 	<ul style="list-style-type: none"> Executive Principal 	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
News Coverage	<ul style="list-style-type: none"> City of Shakopee [Shakopee Gov't TV] Actively seek out news coverage from television stations Ongoing coverage in Shakopee Valley News Ongoing coverage in the Star Tribune 		<ul style="list-style-type: none"> Communications Supervisor 	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

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...			
CRITICAL THINKING 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
COLLABORATION 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 tasks
COMMUNICATION 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
CREATIVITY 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
CULTURALLY RESPONSIVE 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
CHARACTER 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...			
AUTHENTIC LEARNING 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
STUDENT-CENTERED LEARNING 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
DIGITAL LEARNING 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 craft, refine, and publish content for a wider audience	+ Use technology to create and innovate
GRADUAL RELEASE of RESPONSIBILITY 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

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.

**Shakopee Public Schools
Education Forward Overview**

Strategic Direction A: EDUCATION FORWARD LEARNING MODEL

We will provide...	By...	Through(District Initiatives)
<p><u>Quality Instruction and Student Engagement</u> 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.</p> <p><u>Whole Student Development</u> 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.</p> <p><u>Authentic 21st Century Learning Experiences</u> 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.</p> <p><u>Personalized Learning</u> 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.</p>	<p><u>Focusing on Principal Roles and Responsibilities</u> The Principal’s primary responsibilities of ensuring 1) student learning, 2) quality instruction and student engagement, and 3) family engagement place them clearly as the instructional leader, coach, and mentor to educators.</p> <p><u>Focusing on Educator Roles and Responsibilities</u> The Educator’s primary responsibilities include 1) serving as subject matter content, knowledge and instructional experts; 2) partnering with peers, students, families and community to facilitate enhanced learning opportunities; 3) acting as learning guides and coaches, empowering students/families to take ownership of individual learning and development.</p> <p><u>Offering an E-12 Continuum of Relevant Programming and Skill Development for Career and College Readiness</u> The 6 C’s will be integrated in to all content areas and learning opportunities at the appropriate grade levels, and assessed by teachers. In addition, a plan to organize elective courses or programs will be implemented based on these areas of interest:</p> <ul style="list-style-type: none"> • Arts & Communication • Business & Entrepreneurship • Engineering & Manufacturing • Health Sciences • Human Services • Science & Technology <p>Students are given the opportunity to explore and find their passion through the Academies of Shakopee.</p> <p><u>Providing Varied and Flexible Learning Environments</u> Instructors, learning spaces (on and off-site), student schedules and digital tools contribute to the optimal learning environment for students.</p> <p><u>Offering a Progression of Programming and Experiences</u> Courses increase in depth and complexity over time and include progressive experiences to prepare students for internships, apprenticeships, dual-credit, capstone projects, certificates or specialized immersion programs (such as Shakopee CAPS) in 11th and/or 12th grade.</p>	<p>Model of Instruction, Assessment for Learning, and Student Engagement</p> <ul style="list-style-type: none"> • Shakopee instructional model with educator competencies • Comprehensive system of intervention and acceleration <p>Whole Student Development</p> <ul style="list-style-type: none"> • The 6 C’s • “MySaberPlan” <p>Areas of Interests for Career and College Readiness</p> <ul style="list-style-type: none"> • Academies of Shakopee • CAPS Program <p>District Assessment, Grading and Reporting System</p> <ul style="list-style-type: none"> • Standards based grading • “MySaberPlan” <p>Technology Plan to Support Student Learning and College and Career Readiness</p> <ul style="list-style-type: none"> • Access for all students • Ongoing professional development <p>Flexible Calendar, Schedule and Learning Environment</p> <ul style="list-style-type: none"> • Partnerships • Personalized learning

Shakopee Public Schools
Education Forward Overview

Strategic Direction B: DISTRICT OF EXCELLENCE

We will provide....	By.....	Through(District Initiatives)
<p><u>A Culture of Excellence</u> 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.</p> <p><u>Excellence with Equity as part of culture, structures and practices</u> 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.</p> <p><u>A Welcoming and Inclusive Environment</u> 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.</p>	<p><u>Ensuring Continuous Improvement and Professional Development</u> The PLC becomes the staff structure for continuous improvement and professional learning on a scheduled and prioritized basis.</p> <p>Timely professional development that is aligned to the identified needs and district initiatives will be offered. Training will focus on: addressing excellence with equity for all staff, building capacity to meet the individual learning needs of our students, and effective and consistent use of digital learning tools and resources.</p> <p><u>Creating Cultures, Structures, and Practices for Equity</u> Creating conditions for student excellence by removing barriers that limit students' ability to access all offered programs and opportunities. Embracing the diversity of our community and improving our outreach and engagement so all feel welcomed.</p> <p><u>Building Strong Partnerships with Business, Community and Post-Secondary Institutions</u> Expand the learning experience beyond the classroom through partnerships with community and business. Partnerships will be leveraged to develop curriculum, share resources, create real world projects and ensure relevant, authentic learning for students.</p>	<p>Comprehensive Professional Development Plan</p> <p>District Integration/Excellence with Equity Plan</p> <p>District Office and Departments as Service Center</p> <p>District Partnership Plan</p>



EDUCATION FORWARD



MISSION

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

VISION

To ensure ALL students are college and career ready.

STRATEGIC DIRECTIONS

Six areas of focus to accomplish our mission & vision.

QUALITY INSTRUCTION & STUDENT ENGAGEMENT

Teachers will possess a common set of instructional practices and beliefs to ensure all students are engaged and achieve at high levels.

WHOLE STUDENT DEVELOPMENT

Emphasis on the District's 6 C's of Character, Collaboration, Communication, Creativity, Critical Thinking, and Cultural Competence to improve college and career readiness.

PERSONALIZED LEARNING

With student interests and passions in mind, teachers will use a personalized approach to maximize students' educational experience.

A CULTURE OF EXCELLENCE

Staff are committed to high expectations and continuous improvement, while the District Office and its departments will operate as a service center in support of staff and students.

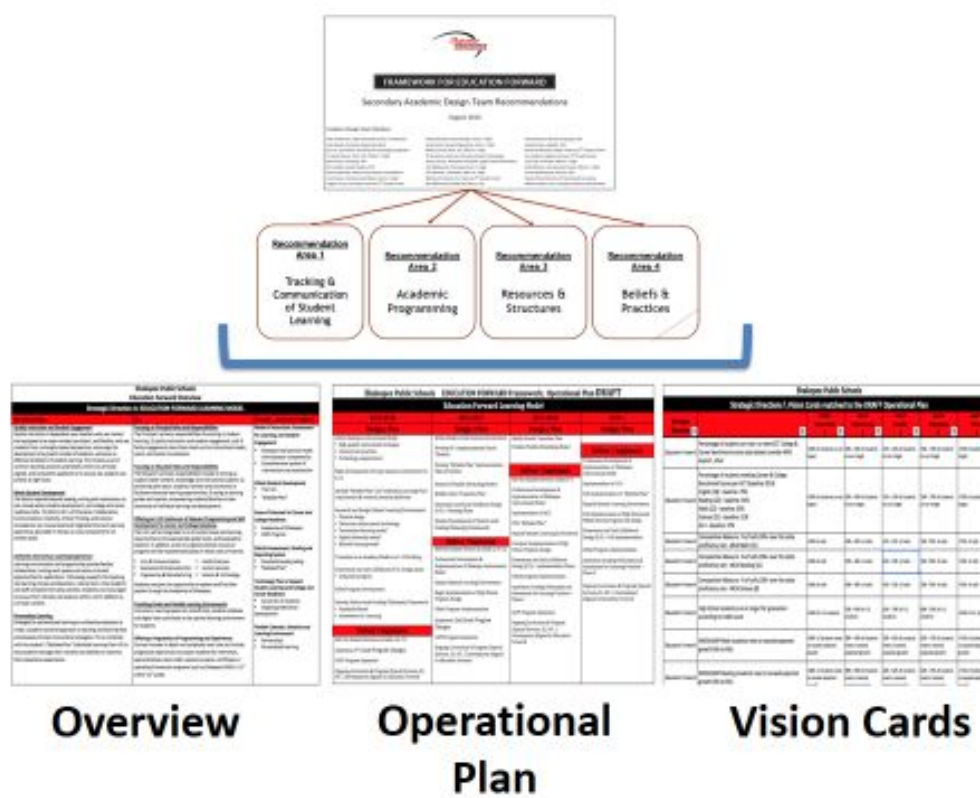
21ST CENTURY LEARNING ENVIRONMENT

Students will learn in flexible and technology rich spaces that allow them to easily collaborate with each other and their teachers for a full range of experiences.

EXCELLENCE WITH EQUITY

Staff, students, and families will develop a raised awareness and capacity to engage, inspire, and communicate on issues of excellence with equity.

Aligned plans




EDUCATION FORWARD *Shakopee*
SCHOOL DISTRICT

MISSION
In partnership with our community, we will educate lifelong learners to succeed in a diverse world.

VISION
To ensure ALL students are college and career ready.

STRATEGIC DIRECTIONS
Six areas of focus to accomplish our mission & vision.

<p>QUALITY INSTRUCTION & STUDENT ENGAGEMENT</p> <p>Teachers will possess a common set of instructional practices and beliefs to ensure all students are engaged and achieve at high levels.</p>	<p>WHOLE STUDENT DEVELOPMENT</p> <p>Emphasis on the District's 6 Cs of Character, Collaboration, Communication, Creativity, Critical Thinking, and Cultural Competence to improve college and career readiness.</p>	<p>PERSONALIZED LEARNING</p> <p>With student interests and passions in mind, teachers will use a personalized approach to maximize students' educational experience.</p>	<p>A CULTURE OF EXCELLENCE</p> <p>Staff are committed to high expectations and continuous improvement, while the District Office and its departments will operate as a service center in support of staff and students.</p>	<p>21st CENTURY LEARNING ENVIRONMENT</p> <p>Students will learn in flexible and technologically-rich spaces that allow them to easily collaborate with each other and their teachers for a full range of experiences.</p>	<p>EXCELLENCE WITH EQUITY</p> <p>Staff, students, and families will develop a raised awareness and capacity to engage, inspire, and communicate on issues of excellence with equity.</p>
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EDUCATION FORWARD

Shakopee PUBLIC SCHOOLS
EDUCATION FORWARD

MISSION
In partnership with our community, we will educate lifelong learners to succeed in a diverse world.

VISION
To ensure ALL students are college and career ready.

STRATEGIC DIRECTIONS
Six areas of focus to accomplish our mission & vision.

QUALITY INSTRUCTION & STUDENT ENGAGEMENT	WHOLE STUDENT DEVELOPMENT	PERSONALIZED LEARNING	A CULTURE OF EXCELLENCE	21st CENTURY LEARNING ENVIRONMENT	EXCELLENCE WITH EQUITY
Teachers will possess a common set of instructional practices and beliefs to ensure all students are engaged and achieve at high levels.	Emphasis on the District's 6 C's of Character, Collaboration, Communication, Creativity, Critical Thinking, and Cultural Competence to improve college and career readiness.	With student interests and passions in mind, teachers will use a personalized approach to maximize students' educational experience.	Staff are committed to high expectations and continuous improvement, while the District Office and its departments will operate as a service center in support of staff and students.	Students will learn in flexible and technologically rich spaces that allow them to easily collaborate with each other and their teachers for a full range of experiences.	Staff, students, and families will develop a raised awareness and capacity to engage, inspire, and communicate on issues of excellence with equity.

Master Plan Middle School Core Elementary Core District PD Plan



- Improvement Plan
- Action Plans
- Building level plan aligned to district goals

PLC (grade-team-dept...)

- Goals aligned to building plan

Individual Growth & Development Plan

- Goals aligned to building plan and PLC goal



EDUCATION FORWARD



MISSION

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VISION

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STRATEGIC DIRECTIONS

Six areas of focus to accomplish our mission & vision.

QUALITY INSTRUCTION & STUDENT ENGAGEMENT

Teachers will possess a common set of instructional practices and beliefs to ensure all students are engaged and achieve at high levels.

WHOLE STUDENT DEVELOPMENT

Emphasis on the District's 6 C's of Character, Collaboration, Communication, Creativity, Critical Thinking, and Cultural Competence to improve college and career readiness.

PERSONALIZED LEARNING

With student interests and passions in mind, teachers will use a personalized approach to maximize students' educational experience.

A CULTURE OF EXCELLENCE

Staff are committed to high expectations and continuous improvement, while the District Office and its departments will operate as a service center in support of staff and students.

21ST CENTURY LEARNING ENVIRONMENT

Students will learn in flexible and technology-rich spaces that allow them to easily collaborate with each other and their teachers for a full range of experiences.

EXCELLENCE WITH EQUITY

Staff, students, and families will develop a raised awareness and capacity to engage, inspire, and communicate on issues of excellence with equity.

Shakopee Public Schools

Strategic Directions \ Vision Cards matched to the Operational Plan

Strategic Direction	#		Level 1 Intervention 1	Level 2 High Concern 2	Level 3 Baseline 3	Level 4 Progressing 4	Level 5 Vision 5
Education Forward	EF01	% of students on track to meet ACT College & Career benchmark scores based on fall MAP test results. (see benchmark scores below)	<30% of students are on target	30% - 40% of students are on target	41% - 55% of students are on target	56% - 70% of students are on target	>70% of students are on target
Education Forward	EF02	Percentage of Senior class meeting all 4 Career & College Benchmark Scores per ACT (baseline 2014) English (18) - baseline: 79% Reading (22) - baseline: 54% Math (22) - baseline: 65% Science (23) - baseline: 51% All 4 - baseline: 37%	<30% of students are on target	30% - 40% of students are on target	41% - 55% of students are on target	56% - 70% of students are on target	>70% of students are on target
Education Forward	EF03	Comparative Measure: % of cells 10%+ over the state proficiency rate - MCA Math (21)	<25% of cells (0-5 cells)	25% - 40% (6-8 cells)	41% - 55% (9-11 cells)	56% - 70% (12-14 cells)	>70% of cells (15 or more)
Education Forward	EF04	Comparative Measure: % of cells 10%+ over the state proficiency rate - MCA Reading (21)	<25% of cells (0-5 cells)	25% - 40% (6-8 cells)	41% - 55% (9-11 cells)	56% - 70% (12-14 cells)	>70% of cells (15 or more)
Education Forward	EF05	Comparative Measure: % of cells 10%+ over the state proficiency rate - MCA Science (8)	<25% of cells (0-1 cells)	25% - 40% (2-3 cells)	41% - 55% (4 cells)	56% - 70% (5 cells)	>70% of cells (6 or more)
Education Forward	EF06	A) 4-year High School Graduation Rate B) 6-year High School Graduation Rate	<70% of H.S. students	70% - 79% of H.S. students	80% - 87% of H.S. students	88% - 94% of H.S. students	>94% of H.S. students
Education Forward	EF07	NWEA\MAP Math students meet or exceed expected growth (fall-to-fall).	<38% of students meet or exceed expected growth.	38% - 49% of students meet or exceed expected growth.	50% - 62% of students meet or exceed expected growth.	63% - 75% of students meet or exceed expected growth.	>75% of students meet or exceed expected growth.
Education Forward	EF08	NWEA\MAP Reading students meet or exceed expected growth (fall-to-fall).	<38% of students meet or exceed expected growth.	38% - 49% of students meet or exceed expected growth.	50% - 62% of students meet or exceed expected growth.	63% - 75% of students meet or exceed expected growth.	>75% of students meet or exceed expected growth.
Education Forward	EF09	Academic measures of kindergarten readiness	<40% of incoming kindergarteners	40% - 52% of incoming kindergarteners	53% - 65% of incoming kindergarteners	66% - 80% of incoming kindergarteners	>80% of incoming kindergarteners
Education Forward	EF10	Teachers report they have access, skills and training and utilize the technology needed to meet the needs of students in a 21st Century classroom (on a 1-5 scale?).	1 SEE Staff Survey Results (5th question)	2	3	4	5
Education Forward	EF11	Parent Satisfaction & use of Infinite Campus, Canvas and other resources. The tools help parents work with the school(s) to help their children succeed.	1 SEE Student Survey Results	2	3	4	5
Education Forward	EF12	Student Satisfaction and use of student data system, ease of access, "MySaberPlan" use, access, impact on ability to work with school, support student...	1 SEE Parent Survey Results	2	3	4	5
Education Forward	EF13	Staff Satisfaction and use of student data system, ease of access, "MySaberPlan" use, access, impact on ability to help students learn\grow...	1 SEE Staff Survey Results (Avg results of 3 questions)	2	3	4	5
Education Forward	EF14	6C's; Collaboration, Creativity, Communication, Critical Thinking, Character & Cultural Competence. Development of skills E-12. (Propose that we measure the integration of the 6C's across the curriculum. One option is to track the percentage of courses in which the 6C's have been embedded through the articulation process using the Shakopee 6C's Learning Framework)	(1:0-19%)	2: 20%-39%	3: 40%-69%	4: 70%-79%	5: 80%+

Shakopee Public Schools

Strategic Directions \ Vision Cards matched to the Operational Plan

Strategic Direction	#		Level 1 Intervention 1	Level 2 High Concern 2	Level 3 Baseline 3	Level 4 Progressing 4	Level 5 Vision 5
District of Excellence	X01	Staff engage in setting professional goals and creating school and individual improvement plans.	<70% of staff engage in formal systems for continuous improvement annually	70-79% of staff engage in formal systems for continuous improvement annually	80-87% of staff engage in formal systems for continuous improvement annually	88-94% of staff engage in formal systems for continuous improvement annually	>94% of staff engage in formal systems for continuous improvement annually
District of Excellence	X02	Overall staff and parent satisfaction with District decision making processes and associated communications	1 SEE Staff Survey Results & Parent Survey Results	2	3	4	5
District of Excellence	X03	PLC's effectively use the continuous improvement process (ie. Using the 4 PLC questions to guide their collaborative work) - effectiveness based on PLC team evaluation tool on a 10 point scale. - see online evaluation/survey tool.	1-2	3-4	5-6	7-8	9-10
District of Excellence	X04	Achievement Gap for sub-groups in Math as measured by MCA results.	Weighted average achievement gap of all sub-groups >40%	Weighted average achievement gap of all sub-groups 30-39%	Weighted average achievement gap of all sub-groups 20-29%	Weighted average achievement gap of all sub-groups 10-19%	Weighted average achievement gap of all sub-groups 0-9%
District of Excellence	X05	Achievement Gap for sub-groups in Reading as measured by MCA results.	Weighted average achievement gap of all sub-groups >40%	Weighted average achievement gap of all sub-groups 30-39%	Weighted average achievement gap of all sub-groups 20-29%	Weighted average achievement gap of all sub-groups 10-19%	Weighted average achievement gap of all sub-groups 0-9%
District of Excellence	X06	Success Measures\Metrics.... are developed and utilized for programs	<75% of identified programs have a program summary developed.	75% - 79% of identified programs have a program summary developed.	80% - 84% of identified programs have a program summary developed.	85% - 90% of identified programs have a program summary developed.	>90% of identified programs have a program summary developed.
District of Excellence	X07	District Offices and Departments are viewed as Service Centers.	1 SEE Staff Survey Results	2	3	4	5
District of Excellence	X08	Advanced course participation, programs and activities reflect the diversity of our Shakopee community as a whole. The measure is the average ratio of participation by ethnicity to corresponding district population .	1 (>0.5)	2 (<0.5)	3 (<0.4)	4 (<0.3)	5 (<0.2)

School Readiness (WBWF) All students meet locally determined school readiness goals. <input type="checkbox"/> <i>Whole Student</i>	Grade 3 Reading (WBWF) Reach a 3rd grade reading achievement rate of 90% with no student group below 85% - by the year 2025. <input type="checkbox"/> <i>Quality Instruction</i>	Close Achievement Gap (WBWF) Achievement rate of 90% with no student group below 85% for Math & Reading MCA results by 2025, OR set a locally determined measure & goal. <input type="checkbox"/> <i>Quality Instruction, Equity</i>	College/Career Readiness (WBWF) Reach an 8th grade math achievement rate of 90% with no student group below 85% - by 2025, OR set a locally determined measure & goal. <input type="checkbox"/> <i>Whole Student, 21st Century</i>	Graduation Rate (WBWF & ESSA) Reach a 4-year graduation rate of 90% with no student group below 85% by 2020. Support provided for schools with any group below 67%. <input type="checkbox"/> <i>Personalized, Engagement, Excellence</i>
---	---	--	--	---

Math & Reading Achievement (ESSA) MCA Math & Reading proficiency rates are used to identify schools for support (Title 1 and non-Title 1 schools). <input type="checkbox"/> <i>Quality Instruction</i>	English Language Proficiency (ESSA) Reach a goal of 85% of students making progress in achieving English language proficiency - by the year 2025 <input type="checkbox"/> <i>Equity</i>	Academic Progress/Growth (ESSA) Students "grow" toward, or maintain proficiency on the MCA Math & Reading tests. A transition matrix is used to calculate results. <input type="checkbox"/> <i>Quality Instruction</i>	Consistent Attendance (ESSA) Reach a consistent attendance rate of 95% with no student group below 90% - by the year 2020. <input type="checkbox"/> <i>Personalized</i>	Other Focus Areas School or district determined focus areas. Examples: Master Plan, Elementary or Middle School Core, Equity... other <input type="checkbox"/> <i>All 6 Pillars</i>
---	--	---	--	--

Why this focus area? (How does your needs assessment lead to this conclusion?)

This is why... our needs assessment showed...

What is the goal? (Consider this the **summative** measure. How will you know you achieved or did not achieve the goal?)

Goal/Objective (SMART):


Current Reality (baseline):

What interim or formative measures can track progress?

How will the goal be accomplished? What strategies, plans, training will be put in place. Consider these key results or actions. What specific actions will be done to meet the formative, and ultimately the summative goal?

<u>Quarter 1 (item - measure)</u>	<u>Quarter 1</u>	<u>Quarter 2</u>
<u>Quarter 2</u>	<input type="checkbox"/> item 1	<input type="checkbox"/> item 1
<u>Quarter 3</u>	<input type="checkbox"/> item 2	<input type="checkbox"/> item 2
<u>Quarter 4</u>	<input type="checkbox"/> item 3	<input type="checkbox"/> item 3
	<u>Quarter 3</u>	<u>Quarter 4</u>
	<input type="checkbox"/> item 1	<input type="checkbox"/> item 1
	<input type="checkbox"/> item 2	<input type="checkbox"/> item 2
	<input type="checkbox"/> item 3	<input type="checkbox"/> item 3

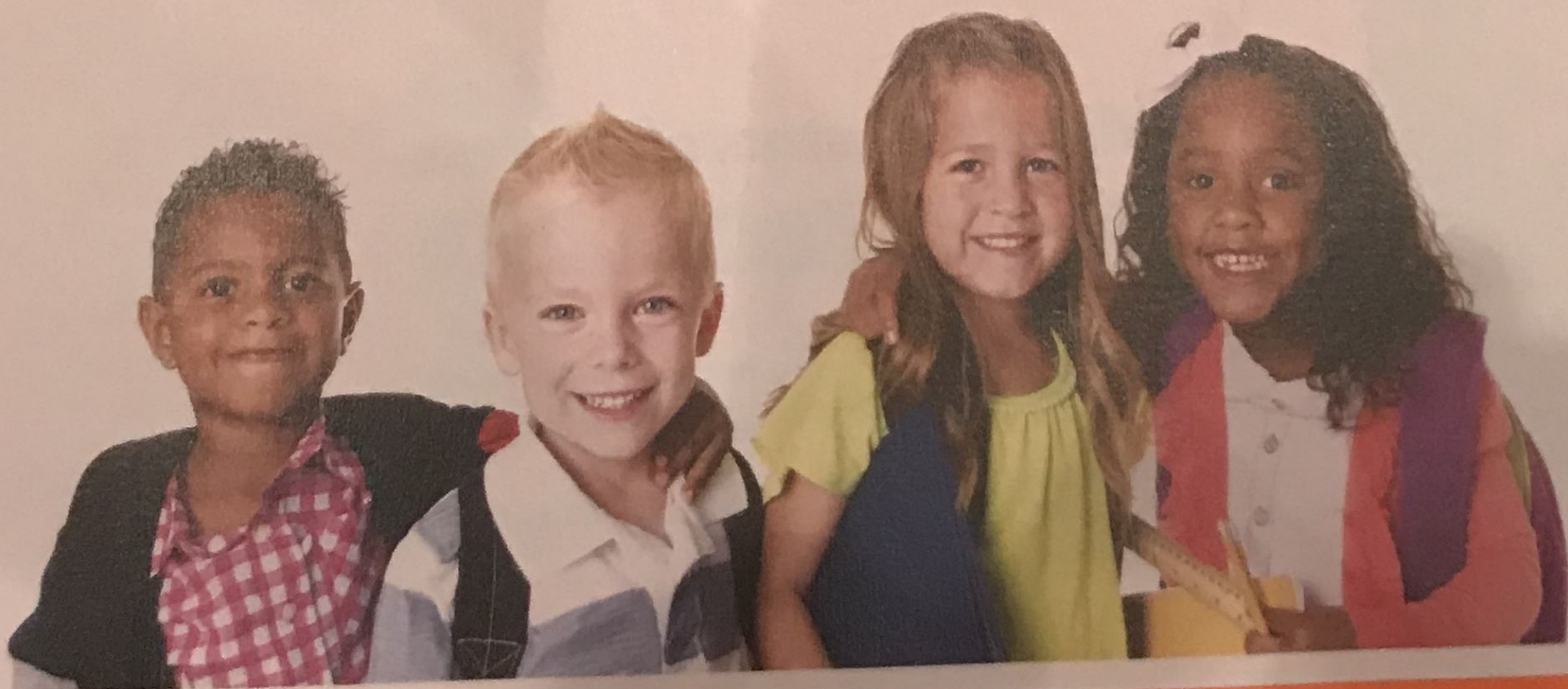
2017 Educational Attainment Scorecard for Summit County, Ohio*



	Kindergarten Readiness	Third Grade Reading	Eighth Grade Math	Ninth Grade Success	College & Career Readiness	College Enrollment	College Persistence
Description	Scoring on track in Language & Literacy on Ohio's Kindergarten Readiness Assessment	Scoring proficient or higher on Ohio's 3rd Grade Next Generation Reading Test	Scoring proficient or higher on Ohio's 8th Grade Next Generation Math Test	Completing 9th Grade with a 3.1 or higher GPA and 6.5 cumulative credits	Graduating with a 21 or higher composite score on the ACT (or equivalent)	Enrolling in accredited post-secondary programs	Persisting in accredited post-secondary programs
2017	65%	66%	63%	37%	42%	63%	86%
% Change, '15-16	=	↑10%	↑11%	↑5%	=	↓1%	↓1%
African American	44%	37%	28%	13%	15%	45%	71%
Asian	41%	57%	54%	36%	28%	75%	93%
Hispanic	41%	49%	42%	30%	27%	50%	84%
Multiracial	56%	63%	55%	25%	35%	54%	76%
White	75%	76%	74%	47%	50%	69%	88%

*Our goals represent the population of students we hope to see on track for success in college and/or in a career, which is a higher standard than minimally proficient. For more details about the data in this piece, visit seisummit.org/scorecard.

**The Ohio Next Generation Tests were administered for the first time in 2015 - 2016.



**Summit
Education
Initiative** 

Quaker Square
120 East Mill St., #330
Akron, OH 44308
330.535.8833

seisummit.org



Shakopee Public Schools School Board Agenda Map 2016 – 2019



	2016 – 17	2017 – 18	2018 – 19
District Policy	<ul style="list-style-type: none"> <input type="checkbox"/> Review and approve advertising and naming policy <input type="checkbox"/> Create naming rights procedure for the Academies and opportunity spaces inside the Academies of Shakopee <input type="checkbox"/> Update grading policy <input type="checkbox"/> Update graduation requirements policy <input type="checkbox"/> Update district policies to align with mandated and strategic changes <input type="checkbox"/> Review remaining policy series 	<ul style="list-style-type: none"> <input type="checkbox"/> Approve scheduling option <input type="checkbox"/> Approve grading policy <input type="checkbox"/> Approve graduation requirements policy <input type="checkbox"/> 1/3 Policy review <input type="checkbox"/> Update district policies to align with mandated and strategic changes 	<ul style="list-style-type: none"> <input type="checkbox"/> 1/3 Policy review <input type="checkbox"/> Update district policies to align with mandated changes
Operating Oversight	<ul style="list-style-type: none"> <input type="checkbox"/> Review and Approve budget & budget levers <input type="checkbox"/> Study Operating Levy strategy <input type="checkbox"/> Update Long Term Maintenance plan <input type="checkbox"/> Explore National Career Academy Coalition (NCAC) affiliation <input type="checkbox"/> Determine Early Childhood Education curriculum and facility options <input type="checkbox"/> Explore Characteristics of a Graduate <input type="checkbox"/> Explore scheduling options <input type="checkbox"/> Review and approve recommendations from Elementary and Middle School Core Planning Groups <input type="checkbox"/> Monitoring of programs and progress of strategic directions 	<ul style="list-style-type: none"> <input type="checkbox"/> Approve budget & budget levers <input type="checkbox"/> Review Operating Levy strategy <input type="checkbox"/> Update Long Term Maintenance plan <input type="checkbox"/> Create contract negotiations strategies for all employee groups <input type="checkbox"/> Evaluate need for land acquisition <input type="checkbox"/> Launch Early Childhood Education curriculum <input type="checkbox"/> Create Characteristics of a Graduate 	<ul style="list-style-type: none"> <input type="checkbox"/> Approve budget & budget levers <input type="checkbox"/> Approve Operating Levy strategy <input type="checkbox"/> Launch new schools <input type="checkbox"/> Update Long Term Maintenance plan <input type="checkbox"/> Exploring National Career Academy Coalition (NCAC) accreditation
Board Governance	<ul style="list-style-type: none"> <input type="checkbox"/> Perform Board self-evaluation <input type="checkbox"/> Perform Superintendent evaluation check-in's (2 formal and 2 informal) <input type="checkbox"/> Determine and finalize Superintendent contract <input type="checkbox"/> Hold annual & mid-year retreats <input type="checkbox"/> Review current Board onboarding 	<ul style="list-style-type: none"> <input type="checkbox"/> Perform Board self-evaluation <input type="checkbox"/> Perform Superintendent evaluation <input type="checkbox"/> Hold annual & mid-year retreats <input type="checkbox"/> Prepare for expiration of 4 School Board seats 	<ul style="list-style-type: none"> <input type="checkbox"/> Perform Board self-evaluation <input type="checkbox"/> Perform Superintendent evaluation <input type="checkbox"/> Hold annual & mid-year retreats <input type="checkbox"/> Execute School Board election
Public Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> Accept Ford Next Generation Community Convening <input type="checkbox"/> Create and establish business & stakeholder partnerships <input type="checkbox"/> Improve all stakeholder communications <input type="checkbox"/> Staff and parent engagement 	<ul style="list-style-type: none"> <input type="checkbox"/> Create and establish business & stakeholder partnerships <input type="checkbox"/> Improve all stakeholder communications 	<ul style="list-style-type: none"> <input type="checkbox"/> Create and establish business & stakeholder partnerships <input type="checkbox"/> Improve all stakeholder communications



Program Summary

AVID (Advancement Via Individual Determination)

PURPOSE

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is designed to ensure all students, especially the least served students in the academic middle, succeed in rigorous curriculum, complete a rigorous college preparatory path, participate in school activities, enroll in college, and become educated and responsible participants and leaders in their community and our society. AVID operates with one guiding principle – “hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge.” Established in 2013, Shakopee AVID currently serves 133 students in grades 8-10 at Shakopee East, Shakopee West and Shakopee High School. There is one section of AVID 8 and 9 at East and West and two sections of AVID 10 at the high school. This fall, AVID expands to 11th grade and 12th grade in 2017. In 2018, we will add 7th grade. There are 52 faculty members total on the AVID site teams at the three secondary buildings. Students must apply and be interviewed for consideration to be enrolled in the AVID elective class. The class is held five days a week. AVID students must take at least one Honors or AP course among other requirements. They learn and develop skills such as writing, inquiry, collaboration, organization and reading (WICOR). AVID-trained tutors facilitate twice weekly student-led in-class tutorials. AVID students visit colleges/universities and participate in team building, enrichment and community service opportunities. Professionals in various career fields visit AVID classes to discuss their education and career. Special events are also held for AVID students and families.

SUCCESS MEASURES

1. Improved grades, i.e. 2014-2015 AVID 8th grade avg. 3.4 GPA vs. overall 8th grade avg. 3.3 GPA
2. Improvements in WICOR, extracurricular involvement, earning academic awards and creating goals for their post-secondary plan and career path
3. Increased diversity in Honors and other rigorous courses
4. Improved family engagement, i.e. attendance at AVID Family Nights/Workshops

FUTURE GOALS

- In 2017-2018, add an additional section of AVID 8 and 9 at East and West (28 students/class)
- Starting 2017-2018, send 8 teachers per building every year for first-time AVID Summer Institute training to spread AVID school-wide so all students can learn and use AVID strategies and skills
- In five years, secondary buildings incorporate AVID in instruction, systems, leadership and culture to improve academic performance for all students based on increased opportunities

RECOMMENDATIONS

- For fall 2016, hire one more AVID tutor and pay AVID tutors to help students after school
 - Starting summer 2017, fund 8 teachers/building to attend first-time AVID Summer Institute
 - In 2017-2018, offer additional section (total of 2) of AVID 8 and 9 at East and West
-



Program Summary

YOUNG SCHOLARS

PURPOSE

The purpose of Young Scholars (YS) is to recognize and provide services for students who are traditionally under-represented in advanced and gifted programming. Young Scholars is one of eight nationally recognized programs, which demonstrate clear evidence of successfully supporting diverse high-ability learners. The Young Scholars program strives to find students who need:

- Access to resources and experiences that nurture their high potential
- Affirmation of their potential to develop their self-confidence and academic propensity
- Advocacy to ensure that their potential is recognized and further developed

Currently, our Young Scholars program serves all kindergarten students with a push-in model and first and second graders are identified and serviced in small group pullouts. Our current YS first and second grade students have 14 different home languages, 46% of these students are limited English proficient (LEP) and 73% qualify for free and reduced lunch. Our three Young Scholars teachers provide programming for 29 kindergarten classrooms across the district and 135 identified first and second graders. Our current staffing for YS is .5 FTE per elementary building. Equity and Integration Aid covers the staffing costs for this program.

SUCCESS MEASURES

1. 97% of YS 1st graders and 88% of YS 2nd graders MAP Math scores grew from fall to winter. 89% of YS 1st graders and 94% of YS 2nd graders MAP Reading scores grew from fall to winter. As a result, 5 YS students qualified for HP enrichment activities available to 2nd graders. We anticipate a higher number of YS students will qualify after Spring MAP results are available.
2. 89% of YS students express a positive opinion regarding school compared to 65% in the fall.
3. Increased number of students from under-represented populations being identified for advanced classes and HP programs. (This data will be available once students advance to 4th grade where formal identification occurs).

FUTURE GOALS

The Young Scholar program will eventually transition into the AVID program at the secondary level. We currently serve students in grades K-2 and plan to roll up programming to 3rd grade in 2016-2017. Our long-term goal for Young Scholars is to serve K-5 students in each elementary, which will require a 1.0 FTE per building.

RECOMMENDATIONS

Students, classroom teachers, and parents of YS students have all shared what a valuable new program this is and how it has positively impacted our K-2nd graders. To grow the program into third grade we will work collaboratively with building principals to carefully look at scheduling options. At this time, we believe we can grow our YS program to one additional grade without any additional staffing, however the frequency of whole class push in will decrease.



Program Summary

Excellence with Equity (EWE)

PURPOSE

The Excellence with Equity Department aims to build relationships and help close the achievement gap with our students of color. Our goal is to assist students in creating a path of excellence in all aspects of life, personally, socially and academically. We do this through formal and informal means including home visits, parent meetings, working with teachers, building administration, counselors... We monitor credits, attendance, behaviors, and grades. To support these efforts we also look to build the capacity of all staff to meet the needs of our diverse population. We also support families through outreach with our cultural liaisons. The EWE team includes 4 FTE's serving grades 9-12 and 6 Cultural Liaisons (4-Spanish, 1-Russian, 1-Somali).

SUCCESS MEASURES

1. Number of students on the EWE team caseload; our goal is to build relationships with all students, but with a focus on at-risk High School students. Currently, 120 students are directly supported by the EWE team.
2. Number of students on track to graduate. At the start of the year 52% of grade 10-12 students on the EWE caseload were on track to graduate, currently 59% of the students are on-track to graduate.
3. Decrease Suspension Rate for Students of Color. In 2014-15, 75% of the suspensions at Shakopee High School were students of color. As of March 2016, for 2015-16, 54% are students of color.

Additional success measures are based on goals set as part of the Achievement & Integration report submitted and approved by the Minnesota Department of Education (MDE).

4. Increase MCA Reading & Math proficiency rates for our Black and Hispanic subgroups in 2015-16
 - a. Baseline proficiency: Math/Reading 2014-15 Black - 24%/42%, Hispanic – 19%/32%
5. Decrease achievement gap between white/Hispanic and white/black subgroups. (White 65%/67%)
 - a. Baseline Gap: Black Math-41%, Reading-25%, Hispanic Math-46%, Reading-35%

FUTURE GOALS

- Set equity action plan and framework for school.
- Better understand the underlying equity issues in the school, as informed by:
 - School data, district and national data, student voice, parental voice, teacher voice, current research
- Provide equity information for staff including professional development, data/results, other
- Further development of measurable objectives that are linked to school, student, staff and parent data.
- Continue to “move the numbers” as outlined in our Success Measures.

RECOMMENDATIONS

- Additional equity members at the elementary and junior high level. We need to teach our students how to be students before it's too late.
 - Work with a nationally known trainer.
 - Develop enrichment options for our students.
 - Develop Afterschool tutor program (modeled after Nashville program) focused on closing the gap.
 - Develop parent and community partnerships to ensure resources to accomplish student-learning goals.
 - Pursue partnerships with institutions of Higher Education, businesses, and other agencies of Scott County.
-

e-Learning Days Committee

Directive

Develop a plan for Flex Learning (E-Learning) days to put into action for the 2018-2019 school year. This would be in effect on days where the district is closed due to a weather emergency.

Membership

Dale Anderson
Bryan Drozd
Michele Carpenter
Gary Anger
Jeff Pawlicki
Nika Summer
Kara Osmundson
Bri Buck
Kari Hurd
Jessica Niznick
Sally Stockey

Meetings

5/23, 8:00 am - 9:00 am
6/11, 10:00 am - 11:00 am

Examples from other districts

[Jordan](#)

[Z-M Weather Impacted Learning Days letter home](#)

[Farmington](#)

Legal

[120A.414 E-LEARNING DAYS.](#)

Subdivision 1. **Days.** "E-learning day" means a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather. A school district or charter school that chooses to have e-learning days may have up to five e-learning days in one school year. An e-learning day is counted as a day of instruction and included in the hours of instruction under section 120A.41.

Subd. 2. **Plan.** A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. A charter school may adopt an e-learning day plan after consulting with its teachers. The plan must include accommodations for students without Internet access at home and for digital device access for families without the technology or an insufficient amount of technology for the number of children in the household. A school's e-learning day plan must provide accessible options for students with disabilities under chapter 125A.

Subd. 3. **Annual notice.** A school district or charter school must notify parents and students of the e-learning day plan at the beginning of the school year.

Subd. 4. **Daily notice.** On an e-learning day declared by the school, a school district or charter school must notify parents and students at least two hours prior to the normal school start time that students need to follow the e-learning day plan for that day.

Subd. 5. **Teacher access.** Each student's teacher must be accessible both online and by telephone during normal school hours on an e-learning day to assist students and parents.

[MDE March 2018 e-Learning Days memo](#)

Timeline

Develop Plan - Task List

- Define what e-learning days means for Shakopee- use WILD days framework

 - [Document](#)

- Samples of what could be done on an e-learning day.

 - 6-12 expectations

 - PK-5 expectations & samples

Teacher responsibilities

- [Shakopee Teacher Checklist](#)
 - Office hours
- [Example Checklist 1](#)
- [Example Checklist 2](#)

Student responsibilities:

- [Shakopee Student Checklist](#)
 - Acceptable lengths of time to complete assignments?
- [Example Checklist](#)

Parent responsibilities:

- [Shakopee Parent Checklist](#)
- [Example Checklist](#)

Professional development.

Who is doing PD?

When will this occur?

Address all requirements identified in Subdivision 2 of statute.

No access to tech? 6-12 covered via 1:1 & mi-fi. K-5? No tech needed?

Disability accommodations:

Compose Communications

Annual Notice (including translated versions)

Daily Notice (including translated versions)

Board Approval

Approve Plan as Presented - All materials outlined above.

Share Templates of Annual and Daily Communications

Enact Plan

Communications delivered as needed (Annual at start of school year or designated date)

[Canvas Guidelines](#)

Timeline for this committee

- Requires a board action but have been prepped on it
- Communication goes out in fall

[MDE Memorandum & Statute](#)
[Shakopee 2018-2018 calendar](#)
[Shakopee 2019-2020 calendar](#)

Zumbrota-Mazeppa

All grades

All snow days after the first one

All students have devices

Elementary BINGO boards

Team-planning - different plan depending on team

Flexible amount of time to complete the assignment (parents/students have other things to do)

Teacher office hours

Could have inter-disciplinary pre-planned activities for secondary

Every teacher writes out a plan for the day

[What are WILD Days?](#)

[Letter to families](#)

[2nd Grade WILD BINGO Board](#)

[Another WILD BINGO Board](#)

Farmington

All grades, all have devices

Weren't just weather-related days, some were scheduled ahead of time

Is it an e-learning day or is it a day off?

Giving students work that could be done independently

Elementary BINGO boards - plans made ahead of time

Secondary content-related with time-stamped activity (LMS, Google Form)

Additional documentation from other districts

[Parent e-learning checklist](#)

[Teacher e-learning checklist](#)

Other districts in MN doing flex/e-learning days

Questions/Barriers/Concerns

Be mindful what it looks like for the family

Attendance and consequences

What if a teacher is out on the e-learning day?

- Won't be a sub
- Team member might be available for questions (how to communicate that)
- Something in place about absence - if you were "pre-excused" you're off the hook
- Work on secondary sub plans/communicating with students through Canvas on a regular basis

Why would you make it district-wide?

- Easier to communicate with families
- Preparation for the time we need it for both
-

Could use the testing days where seniors aren't there - make them e-learning days

- In most cases wouldn't allow for a "next day assignment" because blended grades in a classroom
- Would require mind-shift for teachers - maybe "enrichment" activities

Equity for teacher work - teacher concerns

- Elementary puts in a lot of time for each subject area
- Art says "color," PE says "go outside"
- Secondary creates on-demand lessons not prepared ahead of time

What do you do with specialists?

Maybe it's a day **SPED** makes some calls and connections with a family

- Be aware of family time commitment - is too much for them?

- Developing adaptations for specific students
- Develop a modified BINGO board from teacher/team documentation

What about pre-school - they don't meet every day

- Printed BINGO ahead of time
- Email and post on website

Younger the students, harder it is to track completion

Could the information for teachers go out on district day? Consistency of message

Time needed for creating plans - if elementary is ahead of time

- Didn't get extra time because on the snow day you might not be interacting as much as secondary teachers
- Could we use some workshop time to prepare for this process?
 - Elementary could develop BINGO boards
 - Secondary could learn about expectations and best practices

Are teachers asking for busy work?

- Could be a day to catch up on homework
- Make sure it's a continuation of what currently happening in class
- If you do something to prep for the next day but have flexible due dates... something to think about

What kind of consistency do we have across buildings?

- Third grade in different buildings
- **Expectations in each building need to be the same**

Where is information posted for parents and students to find?

- We have issues with how the website is used - need consistency
- Secondary in Canvas - easy to do - but should have a standard method for posting where that is
- Some districts have one link on front page with everything posted in there

Information for parents

Expectations for students

- Are there different expectations for SPED students - thinking about Level 3

Expectations for assignments

Expectations for teachers

Elementary ideas - can be more playful and creative

- Open the drawer and make a pattern out of silverware
- Make a story
- Send pictures of what you did today
- Provide a challenge (lots of forts built)
- Teacher reads a book, students respond in a discussion etc.
 - Students don't have devices at home
 - Lots of other ways for parents to share - pictures, email
- Delivery methods - could elementary be options that are paper or digital? Use Seesaw?
- BINGO boards could have links/tech options
- PLC teams create their lessons
- Make it available on website too

"Practice e-Learning Day"

What does that look like?

Secondary ideas

Flipped classroom activity - screencasts/video

Elementary have single BINGO board for each grade level that can be translated and shared - on the e-learning day teachers can add a THEME specific to current learning (social studies, science...)

Training needed for teachers

- Relationship to group subbing plan at HS

- Amount of work to assign
- “How to” for screencasts etc. to flip instruction
- Provide samples for teachers ex BINGO boards for elementary
- Secondary PLC time to plan
 - Ex: History PLCs could develop “historical thinking skills” that could be used with any primary document depending on the unit
 -
- Clear understanding about absences and expectations and what that means in the classroom
-

Implementation plan

From MDE

The plan must include:

- Accommodations for students without sufficient access to the Internet, hardware, or software in their homes.
- Accessible digital instruction for students with disabilities under chapter 125A and meet the needs of each student’s Individual Education Plan (IEP)/504 plans.
- Notification to parents and students of the plan must occur at the beginning of the school year and, upon implementation of an e-Learning day, there must be at least two hours’ notice prior to the normal school start time that students are to follow the e-Learning day plan.
- Access to teachers via telephone and online during normal school hours.

Shakopee Plan (see Z-M version)

Defined

How It Works

Saber PAWS Learning Day

P
Alternative
Weather
S

Weather
Impacted
Learning
Day

The Minnesota State Model Principal Evaluation

Introduction:

The Minnesota state model for Leadership Evaluation and Development for principals was designed by a committee of educators, primarily administrators, along with parents, school board members and other public members. It was designed in response to and in compliance with requirements in legislation.

Minnesota has a wide range in size and design of administrative structures. Several districts have numerous buildings each under the supervision of a principal. Most districts, however, will have fewer than ten principals and assistant principals. In addition in several districts the superintendent is also the principal. This evaluation model is designed to provide enough flexibility to address these differences.

Effective evaluation systems are designed to provide objective information about shared understandings and expectations that will support meaningful decisions for quality leadership. These expectations should be reflective of a district's vision mission and goals and integrated in its strategic planning. The system should clearly communicate the standards, purposes, procedures and acceptable levels of performance. The collection and use of evaluation information must be clearly defined in local policies and consistent with statute. Data on individual principals generated under this subdivision are personnel data under Minnesota Statute, section 13.43, and treated in the same manner as data generated for the teacher evaluation under sections 124A.40 and 124A.41.

Evaluation criteria should be fairly and uniformly applied. The focus of the evaluation is to improve a principal's 1) instructional leadership and 2) organizational management.

Quality, purposeful and targeted professional development enhanced by supportive mentoring and coaching should be the focus of growth plans that are built from the evaluation.

The Model

Who does the evaluation?

The evaluation should be done by one of or a combination of the following as determined by superintendent in consultation with the school board:

1. The superintendent,
2. A superintendent designee, or
3. A trained evaluator.

It is the superintendent's responsibility to assure that the evaluator fully understands the evaluation process and instruments and has demonstrated the ability to make fair, accurate and consistent judgments. This should be verified on a regular basis. The ultimate responsibility for selecting the summative performance rating rests with the superintendent.

Districts must comply with the provisions of Minnesota Statutes, sections 123B.143, subdivision 1, clause (3), and 123B.147, subdivision 3, paragraph (b) in implementing its evaluation process. This model incorporates these statutory provisions.

Requirements:

Legislation outlines nine components and several sub-components for principal evaluation.

Local District Requirements:

Some of components and sub-components are appropriately the responsibility of the local district or are dependent on the outcomes of the evaluation itself. For example it would be difficult to write a district's goals into the state model.

Also prescribing developmental activities for a growth plan that are tied to insights gained as an outgrowth of the evaluation itself is appropriately a decision between the principal and the evaluator. As a result these are not part of the model but will be included as direction for the district. These areas as specified in statute include the following:

As part of the evaluation process the following items are to be developed and implemented at the local district level:

- 1) Support to improve a principal's instructional leadership, organizational management and professional development, and strengthen the principal's capacity in the areas of instruction, supervision, evaluation, and teacher development;
- 2) The principal's job description,

- 3) A district's long-term plans and goals,
- 4) The principal's own professional multiyear growth plans and goals, all of which must support the principal's leadership behaviors and practices, rigorous curriculum, school performance, and high-quality instruction;
- 5) Professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture;
- 6) A plan to improve the principal's performance and specify the procedure and consequence if the principal's performance is not improved.

Although the model does specify the procedures to be followed for item 6 above, the specific plan is to be developed locally consistent with contracts and statute.

Components of the State Model:

The state model is composed of three main components:

- Component One:** Evaluation by the Supervisor
- Component Two:** School Performance Data
- Component Three:** Other measures that include feedback from stakeholders

These three components above are outlined in statute and require the use of:

- 1) Formative and summative evaluations
- 2) On-the-job observations and review of previous evaluations
- 3) Allow surveys to help identify a principal's effectiveness
- 4) Longitudinal data on student academic growth as an evaluation component and incorporation of district achievement goals and targets

Performance Measures:

To establish a shared vision and common expectations for quality leadership in Minnesota schools, Performance Measures were developed as part of the evaluation model. These measures form the foundation for all components of the evaluation model. Performance Measures for the model are:

A Principal shall...

1. Establish a vision and mission focused on shared goals and high expectations
2. Provide instructional leadership for high student academic performance
3. Manage human resources for quality instruction and professional growth
4. Build professional and ethical relationships through collaboration and effective communication
5. Strategically manage resources for systemic performance accountability

Performance Measures with Indicators:

Indicators supported by rubrics and evidences are to be used to determine whether a principal meets the core competency. Indicators further define the expectations within each competency. Indicators have been aligned to each core competency as follows:

Performance Measure #1: *Establish a vision and mission focused on shared goals and high expectations*

INDICATORS:

- A. Engages all stakeholders in the development and implementation of a shared vision of learning, a strong organizational mission and high, measureable goals that prepares every student to succeed in post-secondary learning and to become responsible and contributing citizens.
- B. Articulates a vision and develops strategies, for change that results in measurable achievement gains for all students including closing achievement gaps.
- C. Fosters a shared commitment to high expectations for student achievement and high standards of teaching and learning in a culturally competent environment where diversity is valued.
- D. Establishes rigorous, measureable goals for instructional program decisions and staff learning experiences that are consistent with school's mission, vision, and core beliefs.
- E. Builds a strong and positive sense of community in the school by honoring the important role of race and culture, its traditions, artifacts, symbols, values and norms, as a contributor to student and school success.
- F. Other as determined locally.

Performance Measure #2: *Provides Instructional Leadership for High Student Academic Performance*

INDICATORS:

- A. Facilitates the development and communication of a shared vision and school culture for effective teaching and instructional practices that reflect high expectations, engage all students, and accommodate diverse learning styles, needs, interests, and levels of readiness.
- B. Provides the structure and opportunity for the development, alignment, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards.
- C. Collaborates with teachers to examine student and school data to measure student learning and growth, identify achievement gaps, and develop strategic interventions that improves learning and closes identified gaps.
- D. Facilitates reflective practice, inquiry and action research to identify and monitor the impact of interventions and determine high yield instructional strategies that improve student learning.
- E. Supports the need for quality, collaborative staff learning experiences that are guided by data and research, planned by staff, are job- embedded, and are based on the school's learning needs.
- F. Other as determined locally.

Performance Measure #3: *Manages Human Resources for Quality Instruction and Professional Growth*

INDICATORS:

- A. Develops a strategic action plan with staff that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups.
- B. Provides timely, appropriate and quality professional development and facilitates learning teams that gather information, analyze data, examine issues and develop new approaches to improve teaching and learning.
- C. Implements a cohesive approach to recruitment, placement, induction and retention that promotes highly qualified and effective staff.
- D. Routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth.

E. Provides effective and timely supervision and evaluation aligned with local district goals, state regulations and contract provisions and uses these processes to facilitate development, remediation or removal of under-performing staff members.

F. Other as determined locally.

Performance Measure #4: *Builds Professional and Ethical Relationships through Collaboration and Effective Communication*

INDICATORS:

A. Demonstrates and communicates values, beliefs, and attitudes that make the well-being and academic success of all students the basis for all decision making.

B. Models appropriate personal, professional, and ethical behavior that is respectful, fair, enhances the image of the school and the profession and inspires others to higher levels of leadership and performance.

C. Employs conflict resolution and proactive problem-solving strategies in a wide variety of situations and circumstances.

D. Demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively.

E. Welcomes and honors families and stakeholders by engaging them in a meaningful dialogue regarding student learning, the work of the school and its needs and accomplishments.

F. Ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies.

G. Other as determined locally.

Performance Measure #5: *Strategically Manages Resources for Systemic Performance Accountability*

INDICATORS:

A. Distributes leadership responsibilities, shares decision-making and daily supervises ongoing management structures and practices to enhance teaching and learning.

B. Improves organizational performance by making appropriate and sound use of time, technology, management strategies and accountability measures, including assessments, to achieve the district and school's vision, mission, and goals.

C. Maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.

D. Manages the organization, operations and resources to promote student success and maintain a safe, efficient and effective learning environment.

E. Develops and implements a budget process that manages fiscal expenditures consistent with district and school goals, policies and available resources that are focused on and result in improved student achievement.

F. Other as determined locally.

Implementation

Component I: Evaluation by the Supervisor

The supervisor assessment is based on the core competencies and indicators and is to be conducted in accordance with the process outlined below. A rubrics template for each indicator has been developed and included as part of the model.

The rubrics template is designed to provide detailed guidance for making fair, accurate and consistent judgments about performance. Using the rubric to establish a common understanding of expectations contributes to quality assurance in the process for both the evaluator and the principal.

The template can also serve as the basis for an ongoing dialogue about results, as a tool for systemic feedback and as guidance for developing growth plans.

See Attachment E for copies of rubrics for all indicators for each core competency.

Component II: School Performance Data

The process of setting learning goals, monitoring progress, and assessing the results, is central to a quality evaluation process. School level performance data tied to established goals related to student outcomes are part of this evaluation model. This component is designed to implement the requirement in statute specifying the use of longitudinal data on student academic growth as an evaluation component incorporating district achievement goals and targets.

Student achievement and school outcome goals are to be developed by the principal in collaboration with school and grade-level teams and/or content specific teachers and aligned to district goals. Goals in this area may be subject and subgroup specific.

Decisions of effectiveness in this component should not be determined based on a single assessment or source of evidence but should rely on multiple measures.

Using State-Level Measures

In collaboration with the evaluator, a principal will set student achievement goals based on NCLB waiver areas – proficiency, growth, graduation rates (if applicable), and achievement gap reduction.

Results would be based on Minnesota Comprehensive Assessment (MCA) scores provided by the Minnesota Department of Education. When MCA scores are released, the principal and evaluator assess the attainment of goals against a rubric (see Chart 1).

Chart 1. STATE LEVEL MEASURES - MCA GOALS RUBRIC

LEVEL FOUR	LEVEL THREE	LEVEL TWO	LEVEL ONE
Exceeded proficiency goals for math and reading proficiency.	Met proficiency goals for math and reading proficiency.	Met proficiency goal for either math or reading proficiency.	Did not meet proficiency goal for either math or reading proficiency.
Exceeded academic growth goals for math and reading proficiency.	Met academic growth goals for math and reading proficiency.	Met academic growth goal for either math or reading proficiency.	Did not meet academic growth goal for either math or reading proficiency.
Exceeded achievement gap reduction goals for math and reading proficiency.	Met achievement gap reduction goals for math and reading proficiency.	Met achievement gap reduction goal for either math or reading proficiency.	Did not meet achievement gap reduction goal for either math or reading proficiency.
If applicable, exceeded graduation rates goal.	If applicable, met graduation rates goal.	If applicable, did not meet graduation rates goal, and school graduation rates did not decrease.	If applicable, did not meet graduation rates goal, and school graduation rates decreased.

Note: Evaluators will have a +/-1 percentage point window. For example, the proficiency goal for math was to increase the percentage of students who are proficient or exceeding from 53 to 58 percent. Results at the end of the year indicate that 57 percent of students are proficient or exceeding. The evaluator can still grant credit for achieving the goal based on the principal's implementation of strategies supporting the goal.

Other School Performance Goals:

In collaboration with the evaluator, a principal will select two additional goal areas to reflect the unique circumstances of a school or district and to reinforce accountability and focus on school and district initiatives.

Examples of goals:

- Areas specific to one grade level or one sub-group of students
- Enrollment in rigorous courses
- Referrals for SPED services
- Student suspensions or disciplinary referrals
- Attendance
- Grade promotion
- MAP scores
- Student participation in activities

Individual goals will be attached to a data point that connects directly to students and student learning. When goal attainment can be assessed based on the principal's goals and action plan, the principal and evaluator assess the attainment of goals against a rubric (see Chart 2).

Chart 2. Individual School Performance Goals Rubric			
Level 4	Level 3	Level 2	Level 1
Exceeded both individual goals.	Met both individual goals.	Met one of the individual goals.	Did not meet either of the individual goals

Based on assessment of goal attainment, the evaluator will assign the principal a score of 1-4 for both MCA goals and individual goals to be incorporated with scores from the leadership competencies rubric and from survey data. Scores from all elements would be weighted in order to provide an overall evaluation of performance.

Component III: Other Measures That Include Feedback from Stakeholders

Multiple measures that seek information from students, parents, colleagues, and supervisors should be used to inform a principal's evaluation. A variety of methodologies that incorporate different types of evidence from these stakeholders should be used to address the range of expectations outlined in the performance measures and indicators to provide a thorough assessment of the principal's performance.

One of the most commonly used methods is a survey. There are two approaches that have been used in doing this. One is to develop an in-house model and the second is to certify an external instrument or instruments that are to be used by all districts. Certification has usually been done by the state agency or other empowered entity.

An integral part of this model is the use of surveys to obtain feedback from those who interact with the principal on a regular basis. At a minimum this model requires feedback from teachers. This model leaves the decision as to how to do this to the local district. It also leaves the decisions as to which other stakeholders are surveyed to the districts but recommends the inclusion of other administrators, parents and students. A portion of the summative evaluation must include external feedback from stakeholders.

See Attachment A for examples of surveys that have been developed by states, local districts or universities to be used for this purpose and examples of commercially prepared surveys.

The Evaluation Process:

1. Orientation on Process:

The superintendent or designee (the supervisor) provides the principal with a complete set of materials outlining the evaluation process and (as appropriate) with his/her summary evaluation from the last performance review.

2. Pre-Planning by Principal:

The principal reviews student achievement data from the previous school year, the prior year's evaluation results, and other relevant data (e.g., artifacts, survey results, teacher retention data). The principal uses these data sources to:

- Reflect on his/her own leadership practice
- Self-assess current performance on the Performance Measures and Indicators
- Identify priorities for professional growth and performance goals

The principal submits his/her self-assessment to the supervisor, who reviews it along with school results, and other relevant data, then sets a meeting to review and finalize priorities for the school year.

(See Attachment B.)

3. Goal-setting Conference:

The supervisor and principal meet to discuss, as applicable, the last performance evaluation, self-assessment, priorities for professional growth, and preliminary performance goals. At the conclusion of the conference, the supervisor and principal will come to agreement on performance goals (in the absence of agreement, the supervisor will make the final determination about the goals).

The conference will also be an opportunity to review the evaluation process overall and the processes to be used by the supervisor and principal to collect evidence about the principal's performance. If the supervisor holds significant concerns regarding the principal's performance and intends to use a process that is targeted at remediation, this should be clearly communicated at the goal-setting conference.

4. Evidence Collection:

The principal will collect evidence agreed upon in the goal-setting conference. This may include data for each performance measure included in the review; feedback from parents, students, and the school community; documentation of the professional development achieved during the year; evidence of student growth and success measured over time; and other data to document achievement of performance goals.

The supervisor will directly observe principal practice, interact with teachers and other members of the school community, and gather additional evidence to support the review. The supervisor should provide timely feedback on their observations, as appropriate. (This step repeated in spring after step 5).

(See Attachment C.)

5. Mid-year Supervisor Review:

The supervisor and principal hold a mid-year formative conference, with explicit discussion of progress against growth goals, all performance measures, and interim student and teacher performance data.

6. End-of-Year Summative Review:

The principal submits any evidence agreed to in the initial conference. The supervisor reviews this evidence and all other evidence gathered by him/herself and assembles a preliminary summary rating of the principal.

The supervisor and principal hold an end-of-year conference to review and discuss accomplishment of growth goals, the preliminary summary rating, and interim student and teacher performance data.

7. Summative Performance:

Following the conference, the supervisor will finalize the summary rating and will generate a summary report of the evaluation, to be signed by both parties. A performance level shall be assigned using one of the following categories (see Attachment D):

- 4 - Distinguished:** Consistently exceeds standards of performance.
- 3 - Accomplished:** Consistently meets standards of performance.
- 2 - Satisfactory:** Demonstrates satisfactory competence on standards of performance.
- 1 - Unsatisfactory:** Does not meet acceptable standards of performance.

Developing: The designation of “developing” may be added to one of the above ratings where a limited number of performance items are targeted and where one of the following conditions exist:

1. Principal is a probationary principal
2. Principal assumed a new assignment
3. A significant change has occurred in district goals, curricula, leadership, or strategic vision during the year

8. Growth Plans

A professional growth plan will be developed from the summary report consistent with the performance rating assigned. Growth plans will be signed by both parties.

4 - Distinguished: A self-directed growth plan; eligible for additional leadership roles and responsibilities; encouraged to assume role of mentor or coach.

3 - Accomplished: A self-directed growth plan.

2 - Satisfactory: One-year jointly designed growth plan.

1 - Unsatisfactory: One-year directed improvement plan stemming from unsatisfactory or concerning performance items; generated by the supervisor and specifically identifies areas for improvement.

Developing: A limited number of items targeted for improvement may be added to the growth plan by the supervisor under the criteria listed for this designation. This should be viewed as a transition plan that is designed to address the new knowledge and skills required by the change in position or changes initiated at the district level.

Consequences: Failure to remedy or improve a performance designation of “Unsatisfactory” shall result in disciplinary action per Minnesota Statutes, section 122A.40 or 122A.41 or local district policy.

Summative Evaluation Performance Results

Supervisor Evaluation Evidence of professional practice gained through observations and other evidences.	School Performance Measures Multiple measures of school performance using available data, including measures of student learning and growth.	Other Measures Additional evidences related to competencies including surveys and stakeholder input.
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Distinguished Consistently exceeds standards of performance.	Accomplished Consistently meets standards of performance for most indicators.	Satisfactory Demonstrates satisfactory competence on levels of performance	Unsatisfactory Does not meet acceptable standards of performance.
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Developing: A limited number of performance items are targeted and the following exists:

- Principal is in probationary year;
- Principal has assumed a new assignment;
- A significant change has occurred in district goals, curricula, leadership, or strategic vision.

Self-directed growth plan. Eligible for additional roles; responsibilities; Mentor/Coach	Self-directed growth plan.	One-year jointly developed growth plan.	One-year improvement plan developed by evaluator.
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Improves

Does Not Improve

Growth Items: A limited number of items targeted for improvement may be added to the growth plan by the supervisor under the criteria listed for this designation.

Discipline per Minnesota Statutes, section 122A.40 or 122A.41 or local district option.

Equity Team Structure (DRAFT)

Principal on Special Assignment CFC/Equity
<ul style="list-style-type: none"> • Provide administrative support to CFC • Supervise and evaluate CFC staff • Explore funding streams for CFC • Equity point of contact for building leadership • Provide administrative support to the equity team • Supervise and evaluate Equity Supervisor, Equity Team • Development A&I plan/report • Development of PD plan • Recruit and obtain staff of color

Equity Supervisor District Wide
<ul style="list-style-type: none"> • Provide support and leadership to staff district wide • Supervise and evaluate liaisons • Recruit and obtain staff of color • Curriculum lead • Resource for building equity plan • Monitor A&I plan (collects perceptual and hard data to document district progress) • Write A&I plan updates to be shared with POSA and school board • Oversight of district PD plan • Develop and implements parent outreach program • Oversight of multi district collaboration

Equity Specialist 1 Elementary	Equity Specialist 2 Middle Level	Equity Specialist 3 High School
<ul style="list-style-type: none"> • Provide equity support E-5 • Assist in the development and delivery of PD • YS oversight • MTSS support 	<ul style="list-style-type: none"> • Provide equity support 6-8 • Assist in the development and delivery of PD • AVID oversight • MTSS support 	<ul style="list-style-type: none"> • Provide equity support HS • Assist in the development and delivery of PD • AVID oversight • Check and connect

AVID Coordinator	Indian Education Coordinator
<ul style="list-style-type: none"> • Coordinate AVID program • Support equity plan district wide • Parent outreach and support • Staff support 	<ul style="list-style-type: none"> • Coordinate Indian Education Program • Indian education grant oversight • Support equity plan district wide • Parent outreach and support • Staff support

Cultural Liaisons District Wide (7)
<ul style="list-style-type: none"> • Parent support – enrollment, interpretation, meeting attendance, home visits, etc. • Special education support – meeting attendance, document translation, interpretation • Staff support • Student support • Attend afterschool and evening events • Support equity plan district wide

Shakopee School District Equity Goals
Based on Reimagine Minnesota Work
Created by Twin Cities Superintendents and Equity Staff

***SEE ALL**-Effective, diverse stakeholders who use trusting relationships to create welcoming classrooms, schools and communities that meet the needs of all students and families.

- Value and respect all students, parents, families, community members and cultures.
- Hire and support an effective and diverse staff including growing our own teachers.
- Provide robust staff training.
- Provide opportunities to include multiple voices in decision making and build upon collaborative relationships in our community.
- Provide and incorporate empowering images of all of our students in everyday settings.

***SERVE ALL**-Personalized relevant education for all students that guarantees access to rigorous learning for all.

- Provide rigorous, personalized learning for all students.
- Create learning experiences that provide relevant skills and knowledge for post high school.
- Ensure meaningful, culturally competent curriculum and learning opportunities.
- Develop a plan that identifies opportunities for family and adult development that supports student success.

***SUPPORT ALL**-Equitable resources (time, talent, funds) aligned to student needs (hopes & dreams) that enable our district to "see all" and "serve all"

- Provide equitable funding formulas that support all students and districts regardless of geography and community affluence.
- Provide equitable resources to support student excellence and achievement.
- Establish non-political governance of education.

Standards for School Board Leadership

The Role of the School Board

As the entity legally charged with governing a school district, each school board is responsible to its community for governing efficiently and leading effectively to provide for equitable education, resulting in high student achievement.

The following five standards are essential to being an effective, high-performing school board team.

Standard 1: Conduct and Ethics

The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the school board team consists of school board members and the superintendent and evaluates its performance at least annually.
- B. Take full responsibility for its activity and behavior at and away from the school board table.
- C. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
- D. Speak with one voice after reaching a decision.
- E. Spend time on board governance work rather than staff work - focuses on the ends not the means.
- F. Provide for orientation and ongoing training for all school board members.
- G. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
- H. Set an example of respectful and civil leadership.

Standard 2: Vision

The school board, with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
- B. Develop a strategic plan which includes well crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.
- C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
- D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide.
- E. Communicate the strategic plan and the progress to the community.

Standard 3: Structure

The school board, to achieve its vision, establishes organizational and physical structures for student and staff success.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
- B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
- C. Select and employ one person – the superintendent – as the school district’s chief executive officer to lead and manage the school district.
- D. Hold the superintendent accountable for school district performance and compliance with written school board policy.
- E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
- F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

Standard 4: Accountability

The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
- B. Evaluate the superintendent’s performance at least annually.
- C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
- D. Recognize the distinction between “monitoring data” (data used by the school board to address accountability) and “management data” (data used by the staff for operations).

Standard 5: Advocacy and Communication

The school board advances its vision at the local, regional, state, and national levels.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.
- B. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.
- C. Utilize a public relations strategy that supports the flow of information into and out of the school district.
- D. Engage and build relationships with both public and private stakeholders.
- E. Advocate on local, state, and national levels.