

SHAKOPEE PUBLIC SCHOOLS



SCHOOL BOARD AGENDA





Shakopee Public Schools
School Board Learning Session
Shakopee Public Schools District Office Board
Room, 1200 Town Square, Shakopee, MN
55379

September 26, 2016
5:00 PM

1. CALL TO ORDER AND ROLL CALL - VICE CHAIR SWANSON
2. Consideration of Agenda as presented and additions
3. Preliminary Recommendations from Elementary Core Planning Group and Potential Survey Focus Groups with Decision Resources 4
Time: 45 minutes
4. Middle School Core Planning Group Update
Time: 5 minutes
5. Professional Development Plan; Early Release Proposal 7
Time: 15 minutes
6. Instructional Framework for Personalized Learning 9
Time: 30 minutes
7. Construction Update
Time: 15 minutes
8. Clinics Update
Time: 15 minutes
9. Proposed High School Graduation Requirements 11
Time: 30 minutes
10. Other
11. UPCOMING MEETINGS AND IMPORTANT DATES
October 3, 2016 Health Sciences Academy Industry Council Meeting 8:00AM
October 4, 2016 Academies of Shakopee Ford NGL Steering Committee Mtg 8:00AM
October 5, 2016 Science & Technology Academy Industry Council Meeting 8:00AM
October 6, 2016 Business & Entrepreneurship Academy Industry Council Mtg 8:00AM
October 10, 2016 Board Business Meeting 6:00PM
October 11, 2016 Arts & Communication Academy Industry Council Meeting 8:00AM
October 12, 2016 Engineering & Manufacturing Academy Industry Council Mtg 8:00AM
October 13, 2016 Human Services Academy Industry Council Meeting 8:00AM
November 14, 2016 Board Business Meeting 6:00PM
November 28, 2016 Board Learning Session 5:00PM

December 12, 2016 Board Business Meeting 6:00PM

January 9, 2017 Board Re-organization and Business Meeting 6:00PM

January 16, 2017 School Board Retreat 8:30AM-4:00PM

January 23, 2017 Board Learning Session 5:00PM

12. ADJOURNMENT



Elementary Core Planning Team Update

Summary

The Elementary Core Planning Team began meeting this past spring to research best practices in elementary education and review alignment to the changes in academic programs occurring at the secondary level. The charge of the team is to make recommendations to the School Board to improve programming and program options for families at the elementary level. The recommendations outlined below are preliminary in nature.

The team is seeking governance from the School Board to conduct a feasibility study that includes staff and community feedback regarding these recommendations.

1. **Recommendation: Early Childhood Programs (Central)**

Option 1: Birth to Age 5 center in either a more central district location or two Birth to Age 5 centers in a west and east location.

Option 2: One Birth to Age 3 center in a more central location or two Birth to Age 3 in east and west locations and Age 4-5 programs placed in elementary schools according to elementary boundaries.

2. **Recommendation: Pearson Elementary School**

Pearson Elementary School will have attendance boundaries like the other 5 district elementary schools.

3: **Recommendation: Specialized Program Options**

Elementary schools would offer a variety of specialized academic programs to meet the needs of parents looking for some choice in programming. Options to be considered are listed below:

- Dual Language (Spanish)
- Multi-age or ungraded
- Personalized Learning cohorts
- Highly Gifted Program
- Themes related to HS Academies
- Leadership Academy
- No Specialized Program options needed

Background Information on Elementary Programming Across the Metro

Glossary of Terms

Definitions:

Dual Language/Immersion

- **Dual Language:** an approach where Native speakers are grouped with English speakers to learn all content in two languages. Students learn content through both their native language and the target language. By the end of 5th grade, all students are proficient in English, proficient in the target language and are at or above grade level.
- **Immersion:** an approach to foreign language instruction in which the usual curricular activities are conducted in a foreign language. This means that the new language is both the medium of instruction as well as the object of instruction.

Magnet Program(s):

- Can be an entire school or a school within a school
- Usually by choice, families elect to enroll

Multiage: classrooms with students of a mix of abilities and ages. Multiage classrooms reflect the natural groupings found in our neighborhoods, communities, and in the world. Students usually remain with teacher for more than one year.

- Grade Level Banded
- Family Approach
- K-3; 3-5

Personalized Learning

- Self-pacing
- Choice
- Demonstration of learning
- Often seen within a multiage configuration

Specialized Programming:

- Can be an entire school or a school within a school
- Entry could be based on specific selection criteria OR an assigned theme to the entire school

School District	Magnet Program(s)	Specialized Programming
Eastern Carver County	La Academia (Dual Language)	Multiage Options (various buildings – but not whole district)
Edina	French Immersion (Normandale) Continuous Progress (Countryside & Highlands) FAIR	Service Learning (Concord & Cornelia) Leader in Me (Creek Valley) Discovery Program (Highlands) ALL DISTRICT = Service Learning & Next Gen Learning
Minnetonka	Chinese Immersion (2 Elementary Schools) Spanish Immersion (4 Elementary Schools) Navigator Program (Gifted Magnet)	Outdoor Classroom (Deephaven) Learning Commons (Groveland) Traditional Programming (Minnewashta)
Wayzata	Fine Arts Interdisciplinary Resource School (FAIR)	
Burnsville	Harriet Bishop Gifted & Talented William Byrne STEM Program Rahn Elementary School of Arts & Technology	
Bloomington	Elements (Early Elementary Gifted Program) Dimensions Academy (Elementary Gifted Program)	Arts Integrated Focus: Hillcrest Elementary Learn Green: Olson Elementary STEAM: Poplar Bridge Elementary Outdoor Classroom: Washburn Elementary
Prior Lake	Sage Academy (Gifted Magnet) Spanish Immersion (K-2 & growing)	E-STEM all buildings
Lakeville	Impact Academy (K-5 Personalized Learning)	
Farmington	Gateway Academy (4-8 Personalized Learning)	Learning Studio (Grade 3 Riverview) Science Lab (Riverview – whole building)
Inver Grove Heights	Athenaeum Gifted Magnet Program	Boys to Men Program (Hilltop Elementary)

Early Childhood Options and Considerations

Option 1: 1-2 Birth to 5 Centers	
Pros	Cons
<ul style="list-style-type: none"> • Childcare can be provided to preschool students on site • One stop for all early childhood programming (e.g. Early Childhood Screening, Early Intervention, Early Childhood and Family Education (ECFE), Early Childhood Special Education (ECSE), Stepping Stones preschool) • Preschool PLC's will be on same site • 1 Center <ul style="list-style-type: none"> ○ All classrooms can share resources and materials on site ○ Can cluster students to sustain co-teaching ○ Can have multi-purpose rooms that are shared between programs • 2 Centers: <ul style="list-style-type: none"> ○ Accessibility to entire community • Professional development and coaching for early childhood staff will be more localized (<i>PD requirements for Parent Aware</i>) 	<ul style="list-style-type: none"> • No transportation for four year-olds • Four year-olds would have to transition to different building for kindergarten • 1 Center: <ul style="list-style-type: none"> ○ Might not be accessible to entire community • 2 Centers: <ul style="list-style-type: none"> ○ Will have to purchase duplicates of materials/resources (e.g. classroom furniture, infant and toddler furniture, instructional supplies) ○ Special education services for preschool may need to be itinerant instead of co-teaching ○ Amount of rooms required for ECFE (children's room, parent education room, sibling care) for each class may lead to rooms being unused for portions of time ○ Will have duplicates of some required staff (i.e. administrative assistant)
Option 2: 1-2 Birth to 3 Centers, 4-5 year olds in Elementary Schools	
Pros	Cons
<ul style="list-style-type: none"> • 1 Center <ul style="list-style-type: none"> ○ One stop for all B-3 programming (e.g. Early Childhood Screening, Early Intervention, Early Childhood and Family Education (ECFE), Early Childhood Special Education (ECSE), Stepping Stones preschool) ○ All classrooms can share resources and materials on site ○ Can cluster students to sustain co-teaching • 2 Centers: <ul style="list-style-type: none"> ○ Accessibility to entire community • 4-5 year-olds <ul style="list-style-type: none"> ○ 4-5 year-olds can receive transportation via existing bus routes ○ Transition from Pre-K to K would not involve changing buildings ○ Siblings in Pre-K can attend same school as older siblings ○ Building administration and K-5 staff can build relationships with students (and families) a year earlier ○ Alignment to kindergarten expectations and resources 	<ul style="list-style-type: none"> • 1 Center: <ul style="list-style-type: none"> ○ May not be accessible to entire community • 2 Centers: <ul style="list-style-type: none"> ○ Will have to purchase duplicates of materials/resources if more than one site (e.g. classroom furniture, infant and toddler furniture, instructional supplies) ○ Special education services for preschool may need to be itinerant, instead of co-taught • 4-5 year-olds <ul style="list-style-type: none"> ○ Preschool classes need access to gym, lunchroom, and playground during the school day ○ Preschool PLC's might not be on-site (1-2 teachers per building) ○ Special education services may need to be itinerant, not co-taught ○ Pre-K childcare cannot be combined with K-5 childcare – must transport or find additional space in buildings



Shakopee PS | SEA | 2017-18 School Calendar

Start After Labor Day - Short Winter - Out End of May - 4 Early Release for PD Days



JULY 2017

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JANUARY 2018

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Jan 1.....No School - Winter Break
 January 15.....No School - Teacher Staff Development Day
 January 19.....1st Semester/2nd Quarter Ends
 January 22.....No School - Teacher Planning Day
 January 23.....2nd Semester/3rd Quarter Begins

AUGUST 2017

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

August 21-24.....New Teacher Fall Workshop
 August 28-31.....Teacher Fall Workshop

FEBRUARY 2018

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

February 19.....No School - Teacher Staff Development Day
 February 20-22, 26-28.....Districtwide P/T Conf window

SEPTEMBER 2017

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

September 4.....No School - Labor Day
 September 5.....Student 1st Day of School
 September 27.....Early Release for Teacher Prof. Dev.

MARCH 2018

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

March 1.....Districtwide P/T Conf window
 March 14.....Early Release for Teacher Prof. Dev.
 March 23.....3rd Quarter Ends
 March 26.....No School - Teacher Flex Planning Day
 March 27-30.....No School - Spring Break

OCTOBER 2017

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

October 18.....No School - Teacher Staff Development Day
 October 19-20.....No School - Fall Break
 Oct 30.....Districtwide P/T Conf window

APRIL 2018

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

April 2.....4th Quarter Begins
 April 25.....Early Release for Teacher Prof. Dev.

NOVEMBER 2017

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Nov 1-2, 6-8.....Districtwide P/T Conf window
 November 9.....1st Quarter Ends
 November 10.....No School - Teacher Planning Day
 November 23-24.....No School - Thanksgiving Break
 November 29.....Early Release for Teacher Prof. Dev.

MAY 2018

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

May 25.....Senior Class (12th grade) Last Day of School
 May 28.....Memorial Day
 May 31, 2018.....Student Last Day of School

DECEMBER 2017

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December 25-Jan 1.....No School - Winter Break

JUNE 2018

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 1.....Teacher Work Day
 June 2, 2018.....Graduation

KEY	
#	No School - Students and Staff
#	No School - Students only
#	Early Release Days for Teacher PD
#	1st Quarter Student Contact Days
#	2nd Quarter Student Contact Days
#	3rd Quarter Student Contact Days
#	4th Quarter Student Contact Days

Student Contact Days			
Q1	Q2	Q3	Q4
45	41	43	43
S1		S2	
86		86	
Year			
172			

5	Staff Development Days
6	Work/Planning/Grading Days
3	Parent/Teacher Conference Days
172	Student Contact Days
186	TOTAL CONTRACT DAYS (Tenured)
4	New Teacher Workshop Days
190	TOTAL CONTRACT DAYS (Prob)

15-Jan MLK
 19-Feb Presidents Day
 30-Mar Good Friday
 1-Apr Easter



Shakopee PS | SEA | 2018-19 School Calendar

Start After Labor Day - Academies of Shakopee Begins



JULY 2018

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JANUARY 2019

M	T	W	TH	F
3				
5	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

December 20-Jan 1.....No School - Winter Break
 January 21.....No School - Teacher Staff Development Day
 January 25.....1st Semester/2nd Quarter Ends
 January 28.....No School - Teacher Planning Day
 January 29.....2nd Semester/3rd Quarter Begins

AUGUST 2018

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August 20-23.....New Teacher Fall Workshop
 August 27-30.....Teacher Fall Workshop

FEBRUARY 2019

M	T	W	TH	F
1				1
5	4	5	6	7
8	11	12	13	14
15	18	19	20	21
22	25	26	27	28

February 15.....No School - Teacher Staff Development Day
 February 18.....No School - Presidents' Day Break
 February 19-21, 25-28.....Districtwide P/T Conf window

SEPTEMBER 2018

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

September 3.....No School - Labor Day
 September 4.....Student 1st Day of School
 September 26.....Early Release - Teacher Prof. Dev.

MARCH 2019

M	T	W	TH	F
1				1
5	4	5	6	7
8	11	12	13	14
15	18	19	20	21
22	25	26	27	28

March 13.....Early Release - Teacher Prof. Dev.
 March 28.....3rd Quarter Ends
 March 29.....No School - Teacher Planning Day

OCTOBER 2018

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

October 17.....No School - Teacher Staff Development Day
 October 18-19.....No School - Fall Break
 Oct 29-31.....Districtwide P/T Conf window

APRIL 2019

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

April 1-5.....No School - Spring Break
 April 8.....1st Day of 4th Quarter
 April 24.....Early Release - Teacher Prof. Dev.

NOVEMBER 2018

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Nov 1, 5-7.....Districtwide P/T Conf window
 November 8.....1st Quarter Ends
 November 9.....No School - Teacher Planning Day
 November 22-23.....No School - Thanksgiving Break
 November 28.....Early Release - Teacher Prof. Dev.

MAY 2019

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

May 25.....Senior Class (12th grade) Last Day of School
 May 27.....Memorial Day
 May 31.....Senior Class (12th grade) Last Day of School

DECEMBER 2018

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

December 20-Jan 1.....No School - Winter Break

JUNE 2019

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

June 6, 2019.....Student Last Day of School
 June 7.....Teacher Work Day
 June 8, 2019.....Graduation

KEY	
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#	No School - Students only
#	Early Release Days for Teacher PD
#	1st Quarter Student Contact Days
#	2nd Quarter Student Contact Days
#	3rd Quarter Student Contact Days
#	4th Quarter Student Contact Days

Student Contact Days			
Q1	Q2	Q3	Q4
45	39	45	43
S1		S2	
84		88	
Year			
172			

5	Staff Development Days
6	Work/Planning/Grading Days
3	Parent/Teacher Conference Days
172	Student Contact Days
186	TOTAL CONTRACT DAYS (Tenured)
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190	TOTAL CONTRACT DAYS (Prob)

21-Jan MLK
 18-Feb Presidents Day
 19-Apr Good Friday
 21-Apr Easter



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 — THE 6 Cs

CRITICAL THINKING Reason effectively, use systematic thinking, and make judgments 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, and share information to make new connections and 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
CULTURAL COMPETENCY Learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles	Recognize cultural differences and attempt to understand other perspectives + Interact with different cultures and self-reflect on commonalities of background and perspective + Value individuals and seek to celebrate, encourage, and 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

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 a 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 within teacher-guided instruction + Apply their learning through guided practice + Engage in independent practice and transfer learning to other relevant situations

CHARACTERISTICS of SHAKOPEE EDUCATORS

Updated August 23, 2018

BELIEFS Core beliefs which ensure quality student/teacher relationships and high levels of rigor and engagement for students

PROFESSIONALISM Behaviors that support individual, collaborative, and District excellence and ensure continuous improvement

COMPETENCIES Essential skills necessary to create a strong learning environment through effective planning, instruction, and assessment



CHARACTERISTICS of a SHAKOPEE EDUCATOR

BELIEFS

- 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 race, ethnicity, culture, religion, gender, income level, and disability) 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

- 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 individuals personally, assuming good intentions, and seeking to understand.

COMPETENCIES

Planning

- ♦ I align District 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 coherent lessons utilizing a variety of sources, materials, and my expertise to design effective instruction.
- ♦ 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 (project based learning, self-paced and student-directed learning, culturally responsive methodologies, questioning / discussion techniques, 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.



Proposed Graduation Requirements for Shakopee High School (Implementation year: 2018-19)

Timeline and Process

- Drafted preliminary recommendations with Cabinet & HS Principal (August)
- Gathered input from Area of Interest Articulation teams (early September)
- Gathered input from HS Leadership Team (early September)
- Reviewed input and revised as needed by Cabinet & HS Principal
- Present to Board at Learning Session – September 26th
- Seek formal approval at October 10th Board meeting

Master Schedule

- The new Master Schedule is an eight period by two-semester block schedule (Day 1/Day 2) resulting in 16 periods per year for a total of 64 periods.

	Class of 2017 & 2018 (Current Graduation Requirements)	Class of 2019 (12 th Grade) (Fall of 2018)	Class of 2020 (11 th Grade) (Fall of 2018)	Class of 2021 (10 th Grade) (Fall of 2018)	Class of 2022 & Beyond (9 th Grade) (Fall of 2018)
English	8	8	8	8	8
Health	1	1	1	1	1
Mathematics	6	6	6	6	6
Physical Education	2	2	2	2	2
Science	6	6	6	6	6
Social Studies	8	8	8	8	8
Fine Arts	2	2	2	2	2
Freshman Seminar	0	0	0	0	1
Program of Study (3 Course Sequence)	0	0	0	3	3
Total Required Credits	33	33	33	36	37
Total Elective Credits	15	17	19	20	21
Total Credits Required to Graduate	48	50	52	56	58
Total Possible Credits	56	58	60	62	64

*Note: Administration is split on the recommendation by Science Articulation to add an extra semester of required Earth Science for all students.

DRAFT - Curriculum Framework for Areas of Interest/Academies - **DRAFT**

Shakopee Schools will offer elective courses in Grades 6-12 that allow students to explore a variety of career and college preparatory experiences and dive deeply into an Area of Interest. In addition, all courses will help students develop the Shakopee 6 C's. (Character, Collaboration, Communication, Creativity, Critical Thinking, & Cultural Competence)

History

In August of 2014, the School Board approved the Secondary Design Team report and recommendations to improve our secondary academic programs. One of the key initiatives was to design a plan to organize elective courses (grade 6-12) based on Areas of Interest: Arts & Communication, Business & Entrepreneurship, Engineering & Manufacturing, Health Science, Human Services, and Science & Technology. In 2015, the community passed a bond referendum to add technology and increase the size of Shakopee High School. As part of this addition, the high school will be organized in 6 Academies that align with our Areas of Interest.

Overview

An Area of Interest represents a broad academic and career cluster that relates directly to particular career fields. Each area has been selected for employment demand, community need, student interest, and post-secondary relevance. Within each Area of Interest, up to four programs of study have been identified. The programs are developed to help inform students about a particular career field and to develop the skills and experiences necessary for future academic and career planning.

Each Area of Interest is comprised of the following:

- Area of Interest Gateway course (Grades 6 or 7)
- Middle School Elective courses (Grade 7 and 8)
- Four Programs of Study that represent high demand / high skill career areas
- Introductory, Intermediate, and Advanced Courses that make up the program of study
- Academy elective courses that give students an opportunity to explore a program of study more deeply OR explore other Areas of Interest
- Opportunities for students to earn college credit, industry certifications, and/or participate in authentic projects, job shadows, internships, mentoring or immersion experiences
- Align with a variety of post-secondary paths, including 2-year and 4-year college options

Process for Development

An Area of Interest Curriculum Articulation team drafts and proposes courses for each Area of Interest. These teams are comprised of teachers from related departments, administrators, support staff, and the Teaching & Learning department. They edit and update the curriculum frameworks, propose course additions/revisions, and eliminations needed for the framework. Industry councils, student focus groups, and parent survey data is used to create a feedback loop to help guide recommendations.

Terms Defined

Area of Interest – Broad area of interests commonly used by universities and the Minnesota Department of Education as career clusters.

Programs of Study – a sequence of courses that increase in depth and complexity in a more focused program within an Area of Interest and directly relates to 2-yr and 4-yr post-secondary options and relevant career opportunities.

Gateway Course – a quarter length course that introduces each Area of Interest and is a requirement for 6th and 7th grade students.

Introductory Course – the first course in a sequence of courses within a program of study. Typically, taken by 9th or 10th graders exploring academies.

Intermediate Course – the second course in a sequence of courses within a program of study. Typically taken by 9th to 11th graders within the academy.

Advanced Course – the third course in a sequence of courses within a program of study. These courses must include a value added programing. Typically, taken by 11th and 12th graders within the academy.

Academy Elective - An elective course within an academy that builds on the programs of study and is available to students outside of the academy.

Global Elective – a course that is not embedded within an academy. Typically meets a post-secondary or graduation requirement (e.g. World Language, Fine Arts).

The Articulation Process

The Area of Interest Articulation teams have drafted the curriculum framework for each area. In 2014-15, teams proposed changes to our middle school elective program. Changes were made to the middle school master schedule to allow more student choice of electives at grades 7-9 and new gateway and elective courses were proposed. In 2015-16, new or revised courses were proposed at the High School introductory level targeted for 9th and 10th graders. Below is the multiple year plan for these teams.

Multi-year Plan

2014-15	2015-16	2016-17	2017-18	2018-19
<ul style="list-style-type: none">• Defined the purpose of each Area of Interest and programs of study• Proposed new middle school gateway and elective courses• Initial parent and student feedback regarding Areas of Interest	<ul style="list-style-type: none">• Implemented middle school courses• Draft of high school framework• Proposed high school introductory courses	<ul style="list-style-type: none">• Implement new introductory courses• Revise draft of high school framework• Propose introductory or intermediate courses for programs of study• Industry Council review and provide feedback on programs of study and potential courses• Additional feedback from students regarding programs of study and potential courses	<ul style="list-style-type: none">• Implement new intermediate courses• Revise draft of high school framework• Propose advanced courses for programs of study• Propose additional electives as needed• Industry Council review and provide feedback on programs of study and potential courses• Additional feedback from students regarding programs of study and potential courses	<ul style="list-style-type: none">• Implement new intermediate/advanced courses• Finalize draft of high school framework• Propose additional electives as needed.• Industry Council review and provide feedback on programs of study and potential courses• Additional feedback from students regarding programs of study and potential courses

Key Assumptions for Curriculum Frameworks

- Areas of Interest are the names of our six Academies of Shakopee.
- These frameworks are preliminary drafts and subject to change or revision over the next few years.
- Programs of Study within Areas of Interest will be subject to change and revision over time.
- Courses, Potential Electives and course titles are being reviewed and subject to change.

Areas of Interest Framework Sample: (Courses shown for example only – ACTUAL COURSES SUBJECT TO CHANGE)

- **Black** = Existing courses (May need modification or elimination depending on new course additions)
- **Blue** = Brainstorm/Potential Electives

DRAFT - Health Sciences - DRAFT					
MIDDLE SCHOOL	HIGH SCHOOL				POST-SECONDARY
Area of Interest Courses (Grade 6-8)	Program of Study	Intro (Grade 9-10) Mix of Academy and Non-Academy	Intermediate (Grade 9-11) High % Academy Only	Advanced (Grade 11-12) 100% Academy Only	Related Careers
Identified Program of Study	Biomedical	Human Body Systems	Principles of Biomedical Science (PLTW 2-semesters)	Related Careers for each Program of Study	<ul style="list-style-type: none"> • Medical Appliance Technician • Medical and Clinical Lab Technologist • Surgical Technologist • MRI Technologist • Biomedical Engineer
Area of Interest Gateway: Snack Attack (grade 7)	Health and Wellness	Human Body Systems	Public Health and Nutrition	Health Promotions (CIS)	<ul style="list-style-type: none"> • Dietetic Technician • Dietician and Nutritionist • Chiropractor • Community Health Worker • Massage Therapist
Middle School Electives: Medical Detectives	Exercise Science	Human Body Systems	Exercise Physiology and Biomechanics	Preventative Medicine and Rehabilitation	<ul style="list-style-type: none"> • Fitness Trainer and Aerobics Instructor • Athletic Trainer • Recreational Therapist • Physical Therapist • Occupational Therapist
2 Fit 2 Quit Code Red	Healthcare	Human Body Systems	Healthcare Core (revised)	Healthcare Leadership Medical Simulation (revised from Nursing Asst.)	<ul style="list-style-type: none"> • Pharmacy Technician • Medical Assistant • Healthcare Support Worker • Physical Therapist Assistant • Licensed and Practical Nurse
(Grade 7 & 8)	Additional Academy Elective Courses: (Mix of Academy and Non-Academy Students)	<ul style="list-style-type: none"> • Global Health and Disease Prevention • Kinesiology: A Body in Motion • Nutrition for Human Performance • CIS Anatomy and Physiology 	Academy Electives	<ul style="list-style-type: none"> • Integrative Medicine • Veterinary and Animal Science(CIS) • Pharmacology • Biotechnology / Innovations 	CAPS Program: Healthcare and Medicine

Guidelines for Offering Elective Courses:

General Guidelines for Offering an Elective Course

- All courses need to meet or exceed the Secondary Design parameters as determined by the Secondary Academic Design Team.
- Obvious and clear connection between the course and the vision of the Area of Interest / academy.
- Elective Courses provide opportunities for students to explore a variety of post secondary options and careers.
- Courses represent a known student interest and aspirations within that Area of Interest.

Guidelines for placing courses within a Program of Study

Courses must:

- Represent a 3 course sequence that correlates to an identified program of study.
- Progress to a deeper level within the program of study.
- Prepare students for capstone-like experiences. (e.g. industry experience, certification, immersion, etc.)
- Lead students to multiple post-secondary options.

Levels of Courses within a Program of Study

<i>Introductory Courses Parameters</i>	<i>Intermediate Courses Parameters</i>	<i>Advanced Courses Parameters</i>
<ul style="list-style-type: none">○ 7th grade through 9th grade (target grades)○ No prerequisites required○ Beginning of a new sequence of learning (not previously taught)	<ul style="list-style-type: none">○ 9th grade through 11th grade (target grades)○ Building on skills from introductory courses○ Introductory course will serve as a pre-requisite.○ Preparing students for advanced courses	<ul style="list-style-type: none">○ 11th & 12th grades○ Intermediate course will serve as a pre-requisite.○ Value-Added experience required

Guidelines for placing courses as an Academy Elective

Courses must offer one or more of the following options:

- AP, CIS, or industry certification course.
- Added opportunity for students within an academy to expand knowledge and skills related to their program of study.
- Provide students outside of the academy an opportunity to explore a variety of areas.

Guidelines for placing courses as a Global Elective (Non-academy assigned electives)

Courses must fall within one or more of the list below.

World Language

- Any course offered in language sequence (e.g. Spanish 1, 2, 3, etc.) will not be included in an academy due to some post secondary college admission requirements.

Concurrent Enrollment

- Any AP or CIS course that is not identified as part of a Program of Study or an Academy Elective but deemed critical to be offered as a global elective.

Fine Arts

- Courses that meet the state's fine arts graduation credit requirements.
 - Is considered a "fine arts" course by post-secondary schools.
 - Offers students a fine arts experience **not** related to a program of study.
 - No more than two courses in a sequence due to graduation requirements.

Secondary Design Parameters (excerpt from Secondary Design Report):

- A. All programming and instruction will remain focused on core literacy skills.**
1. Literacy skills will include reading, writing, and critical thinking.
 2. Literacy skills will focus on academic and industry standards relevant to the content area.
- B. All course experiences will support students to learn content and skills at or above grade level expectations.**
1. Interventions for students who are achieving above or below grade level standards will follow a consistent, district-wide multi-tiered system of supports.
 2. Purposefully designed opportunities for acceleration will support students both above and below grade level standard.
- C. Elective course options will be aligned based on Areas of Interests: Arts & Communication, Business & Entrepreneurship, Engineering & Manufacturing, Health Sciences, Human Services, and Science & Technology.**
1. Alignment of courses in grades 6-12 and/or E-12 (when possible)
 2. Provide a progression of courses that increases in depth and complexity and includes “mini” capstone experiences to prepare for 11th and 12th grade capstone experiences
 3. 11th and 12th grade electives must include approved added value programming, such as dual credit, internship/apprenticeship, capstone experience, certificate or specialized programs such as CAPS or AA options, etc.
 4. Focused on relevant professional or industry needs and standards
 5. Involvement in community and business to ensure real world application
 6. Flexibility to ensure students can explore multiple Areas of Interest or go deeper within a specific area of interest
- D. The E-12 instructional model will require engaging, student-centered learning experiences within each classroom. The model will focus on best and next practices for personalized learning approaches, such as:**
1. Problem/project/challenge based learning
 2. Student voice/choice – less teacher directed
 3. Flexible pacing (remediation/acceleration/differentiation)
 4. Online/Blended Learning
 5. Community, business, and post-secondary partnerships
 6. Inquiry
 7. Connections across curricular areas/real world experiences
 8. Digital curriculum and tools to support customization

DRAFT**- Arts & Communication -****DRAFT**

MIDDLE SCHOOL	HIGH SCHOOL			POST-SECONDARY	
Area of Interest Courses (Grade 6-8)	Program of Study	Intro (Grade 9-10) Mix of Academy and Non-Academy	Intermediate (Grade 9-11) High % Academy Only	Advanced (Grade 11-12) 100% Academy Only	Related Careers
Area of Interest Gateway: Heroes (grade 6) Middle School Electives : Digital Art Draw It, Paint It, Print It Drop a Beat House of Style Digital Storytelling Sculpt It (Grade 7 & 8)	Arts Production and Management	Behind the Scenes: Production and Technical Design	Event Productions	Arts Administration	Art Directors / Curator Stage Manager Museum and exhibit manager/ director Performer (Musician, Actor) Music Directors and Composers
	Media Productions	Elements of Media Production	Music and Sound Engineering Video Production	Media Studio	Producers and Directors Broadcast Technician Audio-visual and Multimedia Collections Specialist Theatre and Film maker TV and Radio Broadcast Manager
	Publishing and Social Media	Writing for Media	School Publications	Publishing Studio	Editors Writers and Authors Public Relations and Fundraising Manager News and Print Technician Radio, TV, and Print Journalist
	Creative Design	Design Fundamentals	The Creative Professional	Studio Market	Multimedia Artists and Animators Interior Designers Pressers, Textile, Garment, and Related Materials Graphic Designers Artist, Photographer, and art marketer
	Additional Academy Elective Courses:	Photography Digital Design Fashion Merchandising and Design Interior Design	Technical Sound and Lighting Stagecraft Yearbook		CAPS Program: Digital Design

DRAFT**- Business & Entrepreneurship -****DRAFT**

MIDDLE SCHOOL	HIGH SCHOOL				POST-SECONDARY
Area of Interest Courses (Grade 6-8)	Program of Study	Intro (Grade 9-10) Mix of Academy and Non-Academy	Intermediate (Grade 9-11) High % Academy Only	Advanced (Grade 11-12) 100% Academy Only	Related Careers
Area of Interest Gateway: Think Tank (grade 7) Middle School Electives : Innovation Lab Money Doesn't Grow on Trees Teen Chef (Grade 7 & 8)	Finance and Accounting	Business Dynamics	Accounting Principles Investment and Wealth Management	Hometown Bank (SHS Location)	Accountant Bank teller / Loan Officer Auditor Finance / Accounting Manager Personal Financial Advisors
	Entrepreneurship and Business Management	Business Dynamics	Entrepreneurship	Venture Capitalism (The Lean Launchpad OR Biz Innovator OR Jr. Achievement)	Small Business Owner Venture Capitalist Management Analysts Human Resources Specialists / Managers Secretary and Office Administrator
	Hospitality, Entertainment, and Tourism	Business Dynamics Culinary Arts 1	Business of Entertainment and Tourism Culinary Arts 2	Hospitality Capstone	Cooks, Restaurant Recreation Workers Hotel and Entertainment Executive Executive Chef / Sous Chef Restaurant / Bar Owner
	Marketing and Sales	Business Dynamics	Marketing	Marketing Strategies (Retail Store?)	Market Research Analysts and Marketing Specialists Insurance Sale Agents Purchasing Managers Social Marketing Manager
	Additional Academy Elective Courses:	Advanced Accounting Business Management and Leadership AP/CIS Macroeconomics International Business and Law	Baking and Pastry 1 Baking and Pastry 2 Sports and Entertainment Marketing E-Commerce and Social Marketing		CAPS Program: Business Administration and Management

DRAFT**- Engineering & Manufacturing -****DRAFT**

MIDDLE SCHOOL	HIGH SCHOOL				POST-SECONDARY
Area of Interest Courses (Grade 6-8)	Program of Study	Intro (Grade 9-10) Mix of Academy and Non-Academy	Intermediate (Grade 9-11) High % Academy Only	Advanced (Grade 11-12) 100% Academy Only	Related Careers
Area of Interest Gateway: Teen Engineer (grade 7) Middle School Electives : Architecture Design and Manufacturing Robotics (Grade 7 & 8)	Architecture and Construction	Intro to Engineering Design (IED) - 2 semesters Intro to Manufacturing	Civil Engineering & Architecture (CEA) - 2 semesters Construction	Construction Management and Development	Architectural and Civil Drafter Architect Brickmason and blockmason Civil Engineer Construction Laborer
	Manufacturing and Fabrication Technologies	Intro to Manufacturing	Metals Woods	Manufacturing Design and Development	Cutting, Punching, and Press Machine Setters Welder Cabinetmaker and Bench Carpenter Sheetmetal Worker CNC Tool and Die Maker
	Engineering	Intro to Engineering Design (IED) - 2 semesters	Computer Integrated Manufacturing(CIM) - 2 semesters Principles of Engineering (POE) - 2 semesters	Engineering Design & Development (EDD) - 2 semesters	Mechanical Engineer Mechanical Drafter Industrial Engineer Civil Engineer Chemical Engineer
	Transportation Technologies	Small Gas Engines	Marine, Motorcycle and Powersports	Advanced Transportation Systems	Automotive mechanical and body repairer Air Traffic Controller Pilot Bus and Truck Driving Mechanic Watercraft and Small Engine Mechanic
	Additional Academy Elective Courses:	Aerospace Engineering (ASE) - 2 semesters			CAPS Program: In Development

DRAFT**- Health Science -****DRAFT**

MIDDLE SCHOOL	HIGH SCHOOL				POST-SECONDARY
Area of Interest Courses (Grade 6-8)	Program of Study	Intro (Grade 9-10) Mix of Academy and Non-Academy	Intermediate (Grade 9-11) High % Academy Only	Advanced (Grade 11-12) 100% Academy Only	Related Careers
Area of Interest Gateway: Snack Attack (grade 7) Middle School Electives : Medical Detectives 2 Fit 2 Quit Code Red (Grade 7 & 8)	Biomedical	Human Body Systems	Principles of Biomedical Science (PLTW 2- semesters)	Medical Interventions (PLTW 2 semesters)	Medical Appliance Technician Medical and Clinical Lab Technologist Surgical Technologist MRI Technologist Biomedical Engineer
	Health and Wellness	Human Body Systems	Public Health and Nutrition	Health Promotions (CIS)	Dietetic Technician Dietician and Nutritionist Chiropractor Community Health Worker Massage Therapist
	Exercise Science	Human Body Systems	Exercise Physiology and Biomechanics	Preventative Medicine and Rehabilitation	Fitness Trainer and Aerobics Instructor Athletic Trainer Recreational Therapist Physical Therapist Occupational Therapist
	Healthcare	Human Body Systems	Healthcare Core (revised)	Healthcare Leadership Medical Simulation (revised from Nursing Asst.)	Pharmacy Technician Medical Assistant Healthcare Social Worker Physician/Physician Assistant Licensed and Practical Nurse
	Additional Academy Elective Courses:	Global Health and Disease Prevention Kinesiology: A Body in Motion Nutrition for Human Performance CIS Anatomy and Physiology	Integrative Medicine Veterinary and Animal Science Pharmacology Biotechnology / Innovations	CAPS Program: Healthcare and Medicine	

DRAFT**- Human Services -****DRAFT**

MIDDLE SCHOOL	HIGH SCHOOL				POST-SECONDARY
Area of Interest Courses (Grade 6-8)	Program of Study	Intro (Grade 9-10) Mix of Academy and Non-Academy	Intermediate (Grade 9-11) High % Academy Only	Advanced (Grade 11-12) 100% Academy Only	Related Careers
Area of Interest Gateway: Be The Change (grade 6) Middle School Electives : Law and Order Stand Up for Shako! (Grade 7 & 8)	Teaching and Educational Services	Intro to Human Development	Teacher Cadet 1	Teacher Cadet 2	Childcare Worker Teacher Assistant K-12 Teacher/Administrator Training and Development Manager/Supervisor Interpreter and Translator
	Law and Legal Services	Criminal Justice and the Court	Ethics and Law Explorer 1	CIS Law Explorer 2	Police and Sheriff's Patrol Officers Correction Officers and Jailers Attorney Court Reporters Paralegal and Legal Assistants
	Public Leadership and Service	Great Leadership Opportunities (revised)	JROTC 1 Public Advocacy (Rebrand)	JROTC 2 Student Ambassador	Government Service Labor Relations Specialist Firefighter Eligibility Interviewers, Government Programs Military Service Non-Governmental Organization / Lobbyist
	Social and Mental Health Services	Intro to Human Development	Social and Mental Health Services	Social Service Advocacy	Social and Human Service Assistant Mental Health Counselors Health Educators Clinical, Counseling, and School Psychologist Marriage and Family Therapists
	Additional Academy Elective Courses:	CIS Exploring Teaching Professions Human Relations Advanced Child Development Family Dynamics International Politics and Law			CAPS Program: In Development

DRAFT**- Science and Technology -****DRAFT**

MIDDLE SCHOOL	HIGH SCHOOL				POST-SECONDARY
Area of Interest Courses (Grade 6-8)	Program of Study	Intro (Grade 9-10) Mix of Academy and Non-Academy	Intermediate (Grade 9-11) High % Academy Only	Advanced (Grade 11-12) 100% Academy Only	Related Careers
Area of Interest Gateway: Programming is Electric (grade 6) Middle School Electives : Invisible World of Science & Technology Apps Creation (Grade 7 & 8)	Electrical Systems	Circuits and Power	Energy and Power Generation Digital Electronics	Technology Design and Development	Electrical Engineer Electronics Technician Electrician Telecommunications Equipment Installer Electrical and Electronic Drafter
	Information Technology Solutions	Computer Science Principles (PLTW - 2 semesters) Principles of Computer Hardware	Computer Hardware Systems	Technology Design and Development	Network and computer systems administrators Computer Network Architects Computer Hardware Engineer Computer User Support Specialists Electro-Mechanical Technician
	Computer Science	Computer Science Principles (PLTW - 2 semesters)	Mobile OS Development Web Development	Technology Design and Development	Software Developer Computer Systems Analyst Computer and Information Systems Computer Programmers Information Security Analysts Database Administrators
	Resource Sustainability	Energy and Resource Conservation	Environmental Sustainability	Solving Environmental Problems (revision of Ecology & Environmental Ethics - 2 semesters)	Natural Sciences Managers Environmental Engineer Environmental Scientists and Specialists Geoscientists Conservation Scientists Mining and Geological Engineer
	Additional Academy Elective Courses:	Cyber Security Computational Problem Solving 2 Computer Science Application (PLTW - 2 Semesters)			Computer Service and Management Food and Agriculture Sustainability CIS Renewable Energy - 2 semesters