

SHAKOPEE PUBLIC SCHOOLS



SCHOOL BOARD AGENDA



Independent School District 720 – Shakopee Public Schools
Board Meeting Room
505 Holmes Street South
Shakopee, Minnesota

July 28, 2017
6:45 AM

Board of Education

1. CALL TO ORDER AND ROLL CALL - CHAIR SWANSON.
2. CONSIDERATION OF AGENDA AS PRESENTED.
3. NEW BUSINESS ACTION ITEMS
 3. 1. Approval of Land Sale - Outlot B, Jackson Elementary 3
(land located adjacent to Jackson Elementary)
RESOLVED, that the Shakopee ISD 720 School Board accepts the purchase price of \$325,000 by Ladybug Real Estate No. 3 LLC for the purchase of Outlot B, Jackson Elementary, Scott County, Minnesota. WHEREAS, the Shakopee ISD 720 School Board has determined that this lot is not necessary for the construction of facilities to meet current and foreseeable needs of the District for educational purposes.
Recommended Action
THEREFORE BE IT RESOLVED that the Chairperson and Clerk of the School Board are authorized and directed to execute any documents necessary to consummate said sale, including, but not limited to Contract of Sale, Warranty Deed and Closing Statement per MINN STAT. 123B.51, Subd 1 as presented.
 3. 2. Approval of 2017-20 Achievement & Integration Budget and Plan 4
Recommended Action
Approve the 2017-20 Achievement & Integration Budget and Plan as presented.
 3. 3. Approval of Contract for Interim Superintendent Gary Anger 16
Recommended Action
Approve the contract for Interim Superintendent Gary Anger as presented.
4. ADJOURNMENT

ISSUED BY
SCOTT COUNTY ABSTRACT & TITLE CO., INC.
AS ISSUING AGENT FOR
CHICAGO TITLE INSURANCE COMPANY

Commitment Number: I-28643 1st supplemental

SCHEDULE A

1. Effective Date: July 11, 2017 at 07:00 AM
2. Policy or Policies to be issued: Amount
 - (a) X Owner's Policy (ALTA Own. Policy (06/17/06)) \$ 325,000.00
Proposed Insured:
Ladybug Real Estate No. 3, LLC
 - (b) _____ Loan Policy (ALTA Loan Policy (06/17/06))
Proposed Insured:
3. The estate or interest in the land described or referred to in this Commitment is Fee Simple.
4. Title to the Fee Simple estate or interest in the land is at the Effective Date vested in:
Independent School District No. 720
5. The land referred to in the Commitment is Abstract property situated in Scott County, State of Minnesota and is described as follows:
Outlot B, Jackson Elementary School, Scott County, Minnesota

FOR REFERENCE PURPOSES ONLY:

The company has not verified, does not insure, and makes no representation that the information below is about the above insured property. According to insured's representation or vesting instrument(s), the street address and pin/tax ID # of the property have been represented to the company as follows:

Address: Vacant Land, Shakopee, MN 55379
PIN/Tax ID # 27-417-005-0

Scott County Abstract & Title Co., Inc.

By: 
Authorized Signatory

**Achievement and Integration Plan
July 1, 2017 to June 30, 2020**

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: Shakopee Public Schools ISD#720

District's Integration Status: Racially Isolated District (RI)

Superintendent's Name: Dr. Kevin Bjerken (Acting Superintendent)

Phone: 952-496-5000

E-mail: kbjerken@shakopee.k12.mn.us

Plan submitted by:

Name: Ray Betton

Title: Excellence with Equity Supervisor

Phone: 952-496-5148

E-mail: rbetton@shakopee.k12.mn.us

Racially Identifiable Schools (RIS) within District

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below, adding additional lines as needed.

- | | |
|---------------------|----------------------|
| 1. Enter text here. | 7. Enter text here. |
| 2. Enter text here. | 8. Enter text here. |
| 3. Enter text here. | 9. Enter text here. |
| 4. Enter text here. | 10. Enter text here. |
| 5. Enter text here. | 11. Enter text here. |
| 6. Enter text here. | 12. Enter text here. |

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

School Board Approval

We certify that we have formally approved and will implement the following Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and will comply with all federal, state, and local laws and regulations applicable to the organization.

Superintendent: Dr. Kevin Bjerken

Signature:

Date Signed: July 28, 2017

School Board Chair: Scott Swanson

Signature:

Date Signed: July 28, 2017

Integration Collaborative Member Districts

If your district belongs to one, list the districts in your collaborative and their integration status. Add additional lines as needed.

Name of Collaborative: **River South Collaborative**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Prior Lake-Savage Schools
A - Adjoining 2. Jordan Public Schools A -
Adjoining 3. Enter text here. Choose
district status. 4. Enter text here. Choose
district status. | <ol style="list-style-type: none"> 5. Enter text here. Choose
district status. 6. Enter text here. Choose
district status. 7. Enter text here. Choose
district status. |
|--|--|

Detailed directions and support for completing this plan are provided in the [Achievement Integration Plan Guide](#).

Plan Input

Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Jeff Holmberg, Prior Lake: Chad Williams, Jordan; Ray Betton, Shakopee

Community Collaboration Council for the RIS: **Enter text here.**

Post to District Website

Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website. Please provide the URL where your district's Achievement and Integration plan is posted. www.shakopee.k12.mn.us/page/7904

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval. Email it to MDE.integration@state.mn.us. Scan the page with board chair and superintendent signatures and attach that to your email as a separate PDF.

GOAL # 1: Teachers will be better prepared to meet our diverse students' needs and will create an environment where an additional 2.5% of students will become "on-track" for success, annually, based on the Minnesota Growth Model.

Aligns with WBWF area: All students are ready for career and college.

Objective 1.1: To develop staff understanding of the learning styles and educational needs of the varied cultures our students represent, 100 percent of licensed staff will receive continued training in Culturally Responsive Teaching, offered over 3 years, beginning school year 2017-18

Objective 1.2: An Equity staff member will be available to each building, and will work with students, Cultural Liaisons, School Counselors, School Social Workers, Building Administration, and Teachers to build Cultural Competency and connect families to the school district.

Objective 1.3: To increase capacity within the Instructional Coach cadre, Equity Specialists will work closely alongside the Building Instructional Coach to provide lab classroom teachers with an Equity lens during at least one coaching cycle per year and will provide building level PD, as needed.

GOAL # 2: Implement four innovative, engaging educational programs for students in grades K-12, to better access curriculum and post-secondary options, and increase student daily attendance by 10% and decrease student discipline referrals by 10%.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Objective 2.1: To enhance student access to curriculum, after school tutoring programs will be developed for students in grades 9-12. The first phase will be implemented with 9th graders in the Junior Highs for 2018. The program will be expanded through 12th grade once the new high school is completed and grades 9-12 are housed in the same building (Fall 2018 and beyond)

Objective 2.2: Utilize the research based and nationally recognized intervention/college preparatory programs, Young Scholars (grades K-3) and AVID (grades 8-12), to increase student engagement and provide opportunities for student to access challenging material with the support of trained educators and mentors.

Objective 2.3: To develop students understanding of post-secondary options, the Equity team will host a Cross-District College/Job/Opportunity fair comprised of local and regional organizations, annually.

Objective 2.4: Host a Cross-District STEAM Academy in June 2018 for students in grades 4-8.

GOAL # 3: By 2020, the graduation of non-white students, who have been in the district for more than 5 years, will be equal to the graduation rates for white students (90% goal)

Aligns with WBWF area: All students graduate from high school.

Objective 3.1: To develop staff understanding of the learning styles and educational needs of the varied cultures our students represent, 100 percent of licensed staff will receive continued training in Culturally Responsive Teaching, offered over 3 years, beginning January 2017

Objective 3.2: All students will identify a Program of Study to explore within the Academies of Shakopee and may be able to earn Industry Certification and/or Dual Enrollment credits prior to graduation (depending on PoS chosen)

Objective 3.3: All students will have an individualized My Saber Plan, along with a dedicated academy team including a School Counselor, Equity Specialist, and Academy Principal, to help them achieve their graduation goals.

Copy and paste the text above to add goals and objectives, changing the number for additional goals.

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Copy and paste the text below to add interventions. Change the number for each additional intervention.

Requirement At least one intervention must be designed and implemented to bring together students from the racially isolated district with students from that district's adjoining and voluntary AI districts (Minn. Rule 3535.0170).

Intervention 1 Young Scholars

Priority Area: Instruction and Assessment

Objective this intervention supports: 2.2

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. The Young Scholars (YS) program is an academic program that embraces research-based practices for identifying and nurturing academic potential in students who have been historically underrepresented for gifted services and advanced programming. The program was originally designed and implemented in Fairfax County (VA) Public Schools' (FCPS) in 2002. Young Scholars is one of eight nationally-recognized programs which demonstrate clear evidence of successfully supporting diverse high-ability learners. Students are considered for the Young Scholars program based on their need for: 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

Grade levels to be served: K-3 (currently) Expand to K-5 as budget allows

Location of services: Elementary buildings – Red Oak, Eagle Creek, Jackson, Sweeney, Sun Path, and Pearson (2018 and beyond)

Formative assessment(s) used to inform instructional decision-making: Student enrollment data, district common assessments, MCA scores, student survey, family survey, teacher survey, push-in observation lessons.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. The data is promising and suggests that the Young Scholars model has the capacity to be an important vehicle for change. Schools that implemented the model took a comprehensive approach to the issue of underrepresentation that changed the culture of the school and their perception of who should participate in advanced academic opportunities. The program continues to find and serve students who historically have not had access to advanced academic classes and there is a critical mass of Young Scholars now at the secondary level. Data for FY15 suggests that Young Scholars are enrolling in and experiencing success in advanced academic courses in middle school and high school: 95% of the Young Scholars in secondary school are enrolled in Honors, AP, and/or 18 courses and 79% are achieving A's and B's. Of the 716 Young Scholars in grade 12 in 2015, 98% indicated in Naviance that they planned to attend college. Professional development on the Young Scholars is critical to the success of the model. <http://commweb.fcps.edu/programprofessor/report.cfm?profile=93>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Reading Achievement Gap between White and non-white students will be reduced by 5% annually	20%	15%	10%
The number of non-white students choosing to enroll in AP courses starting in Middle School, will increase by 2% annually	Baseline year	+2%	+2%
Enter KIP.			

Intervention 2 AVID

Priority Area: Instruction and Assessment

Objective this intervention supports: 2.2

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. Advancement Via Individual Determination. It is a college readiness system that prepares students in kindergarten through 12th grade for college eligibility and success. Some colleges and universities have also implemented AVID to help their students. Since it began in 1980 in California, AVID has been adopted by more than 4,800 schools and 41 institutions of higher education in 45 states and 16 countries, providing training for more than 30,000 educators each year and making a difference in the lives of more than 700,000 students. AVID is for all students but targets those in the

academic middle and who are usually under-served. Its systematic approach is designed to support students and educators as they increase school-wide/district-wide learning and performance. AVID is not a remedial, niche or college outreach program. It is not a free ride nor is it a study hall. Students must learn and apply the skills they are taught in their AVID elective class as well as do the academically rigorous work required.

Grade levels to be served: 8-12 (currently) Expand to 6-12 as budget allows

Location of services: East & West Junior Highs, Shakopee High School

Formative assessment(s) used to inform instructional decision-making: Course enrollment, enrollment demographics, GPA, grades, family survey, student survey, drop-out rate, graduation rate

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Schools prosper from the implementation of AVID programs. Since its inception in 1980, AVID had affected the performance profile of the school by leveraging success of disaggregated subgroups of students, particularly African American and Latino students, as well as students from lower income families (Watt, Powell, Mendiola & Cossio, 2006). Of the more than 20,000 AVID graduates nationwide, 93% have gone on to college (Gomez, 2001). One study found, "students that participated in AVID were 20% more likely to participate in 4-year colleges and universities with the overall AVID college participation rate at 93%. (Mehan, 1996). Participation in AVID is related to school accountability ratings. Watt, Powell, Mendiola, and Cossio (2006) over a 4-year period evaluated 10 high schools in four Texas school districts and found unanimous accountability improvement. Additionally, AVID participants had reduced dropout rates and higher college entrance rates when compared to non-AVID school programs. AVID students, with higher minority concentrations than the general school population, showed greater improvement on standardized tests, grade point averages and had better than average attendance than their non-AVID peers (Watt, Yanez & Cossio, 2003). In summary, the research concerning AVID programs leads to two main conclusions, improvement in graduation rates and entrance into post-secondary education for students, and concurrent enhancement of school accountability ratings. AVID students prosper through mentoring programs, strategy instruction and a social commitment to the program and administrators. [http://www.ccsd.net/ resources/ assess me nt-accou nta bi lity-resea rch-sch ool-i m prove ment- d ivision/pdf I research/ avid-effectiveness-study-oct-2006. pdf](http://www.ccsd.net/resources/assessme nt-accou nta bi lity-resea rch-sch ool-i m prove ment- d ivision/pdf I research/ avid-effectiveness-study-oct-2006. pdf)

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Reading Achievement Gap between White and non-white students will be reduced by 5% annually	20%	15%	10%
4-year Graduation rate of non-white students, will equal that of white students	80%	85%	90%
Enter KIP.			

Intervention 3 Culturally & Linguistically Responsive Teaching – Professional Development

Priority Area: Continous Improvement and Inquiry

Objective this intervention supports: 1.1, 3.1

Type of Intervention: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. District leaders will make use of resources from within as well as outside of the district to bring current, applicable professional development to staff. Third party consultants will provide professional development focusing on culturally and linguistically responsive teaching. Other focus areas may include growth mindset, relationship building, poverty, trauma, and restorative justice. Instructional materials will be reviewed by district staff for appropriateness and cultural awareness.

Grade levels to be served: E-12

Location of services: District wide

Formative assessment(s) used to inform instructional decision-making: Site Improvement Plan, I-team referrals, SPED data, discipline referrals, attendance, absences, GPA, grades, student surveys, family surveys, teacher surveys, parent group input, advisory council input, community partnerships, administrator evaluations, enrollment, dropout rates, and graduation rates.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Research indicates, teaching that ignores student norms of behavior and communication provokes student resistance, while teaching that is responsive prompts student involvement (Olneck 1995). There is growing evidence that strong, continual engagement among diverse students requires a holistic approach-that is, an approach where the how, what, and why of teaching are unified and meaningful (Ogbu 1995). The link between culture and classroom instruction is derived from evidence that cultural practices shape thinking processes, which serve as tools for learning within and outside of school (Hollins, 1996). Thus, culturally responsive education recognizes, respects, and uses students' identities and backgrounds as meaningful sources (Nieto, 2000) for creating optimal learning environments.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Overall behavioral referrals will drop, and percentage of students referred will match the ethnic make-up of the school building	Varies by race	Varies by race	Varies by race
Enter KIP.			

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Enter KIP.			

Intervention 4 Collaborative Goal: Host a Cross-District Opportunity Fair

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 2.3

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. The Equity Team will work with our Cross-District Collaborative, and community organizations to host an Opportunity Fair for all students. This fair will be comprised of Post-Secondary Schools, Local and Regional Trade Unions, and Job Opportunities.

Grade levels to be served: 9-12

Location of services: Cross-District

Formative assessment(s) used to inform instructional decision-making: Graduation Rates, Number of Students Enrolled in Post-Secondary Options, Number of Students Leaving High School with Jobs secured (senior survey response)

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Research supports the need for diverse students to make connections in fields of interest with people who look like them. The goal of this event is to help remove the uncomfortable barriers of the job search and make it easy for students to connect with employers. Students will be able to engage in casual conversation with employers and alumni about their careers, companies, and the resources available to help them transition from high school to college or career.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Students enrolled in a post-secondary option will increase by 2% annually	79%	81%	83%
Students indicating they are entering a trade or have employment secured upon graduation will increase by 2% annually	Baseline year	+2%	+2%

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Enter KIP.			

Intervention 5 Collaborative Goal: Host a Cross-District STEAM Camp

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 2.4

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. The Equity Team will work with our Cross-District Collaborative, and community education to host a STEAM camp in June 2018. The camp will bring together students from across the collaborative to learn how people of diverse backgrounds have influenced the STEAM fields.

Grade levels to be served: 4-8

Location of services: Cross-District

Formative assessment(s) used to inform instructional decision-making: MCA scores, participation of diverse students in AP/Honors coursework

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. The concept of STEAM (not just STEM) is taking hold as more parents and educators are learning the importance of nurturing both sides of the brain, and creating the new thinking skills our young people will need in the new economy. Art, in all its forms, does this. Hence, the STEAM camps with the emphasis on the arts and art related businesses such as digital media, biomedicine, biotechnology, energy and clean technologies. http://www.huffingtonpost.com/john-m-eger/the-steam-camps-are-comin_b_1232191.html.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Non-white students enrolled in an AP/Honors will increase by 2% annually	Baseline year	+2%	+2%

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Enter KIP.			
Enter KIP.			

Racially Identifiable School(s)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools (RIS), include achievement and integration goals and strategies for *each* Racially Identifiable School within your district.

If MDE has not notified your district that one of your sites is an RIS, please delete this section.

RIS Goal # 1 Enter goal statement here

Aligns with WBWF area: Choose an item.

RIS Objective 1.1: Click here to enter RIS Objective 1.1

RIS Objective 1.2: Click here to enter RIS Objective 1.2

RIS Objective 1.3: Click here to enter RIS Objective 1.3

RIS Goal # 2 Enter goal statement here

Aligns with WBWF area: Choose an item.

RIS Objective 2.1: Click here to enter RIS Objective 2.1

RIS Objective 2.2: Click here to enter RIS Objective 2.2

RIS Objective 2.3: Click here to enter RIS Objective 2.3

Requirement: At least one RIS objective shall be to increase racial and economic integration at that school.

Copy and paste the text above to add goals and objectives, changing the number for additional goals.

RIS INTERVENTIONS

Directions Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Copy and paste the text below to add interventions. Change the number for each additional intervention.

RIS Intervention 1: Enter name of intervention.

Priority Area: Choose priority area.

Objective this intervention supports: Enter objective number.

Type of Intervention: Choose intervention type.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. [Click here to enter narrative.](#)

Grade levels to be served: [Enter grade level.](#)

Location of services: [Enter location.](#)

Formative assessment(s) used to inform instructional decision-making: [Enter formative assessment.](#)

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. [Enter research citation.](#)

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Enter KIP.			
Enter KIP.			
Enter KIP.			

RIS Intervention 2: [Enter name of intervention.](#)

Priority Area: [Choose priority area.](#)

Objective the intervention supports: [Enter objective number.](#)

Type of Intervention: [Choose intervention type.](#)

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. [Click here to enter narrative.](#)

Grade levels to be served: **Enter grade level.**

Location of services: **Enter location.**

Formative assessment(s) used to inform instructional decision-making: **Enter formative assessment.**

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. **Enter research citation.**

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Enter KIP.			
Enter KIP.			
Enter KIP.			

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, Subd. 2 (c)). The Collaborative Districts will work together to host a Multi-Cultural Student Roundtable at various times throughout the life of the A&I plan. This roundtable will follow the format of the World Café, and will serve to highlight student voices in the decision-making efforts of each district.

In addition, an annual Opportunity fair will be held in conjunction with the Collaborative Districts for all students, and will highlight those schools which provide additional assistance/opportunity to multi-cultural students, as well as provide access to trade unions and local/regional companies that are hiring.

A STEAM camp will also be held for students in the Collaborative to highlight the work and skills diverse people have made contributions to the fields.

**EMPLOYMENT AGREEMENT
FOR THE INTERIM SUPERINTENDENT OF SCHOOLS
OF INDEPENDENT SCHOOL DISTRICT #720**

**ARTICLE I
PURPOSE**

This Contract is entered into between Independent School District No. 720, Shakopee, Minnesota, hereinafter referred to as the School District, and Name, hereinafter referred to as the Interim Superintendent, a legally qualified and licensed Superintendent who agrees to perform the duties of Interim Superintendent of the School District.

**ARTICLE II
APPLICABLE STATUE**

This Contract is entered into between the School District and the Interim Superintendent in conformance with M.S. § 123B.143.

**ARTICLE III
LICENSE**

The Interim Superintendent shall furnish the School Board, throughout the life of this Contract, a valid and appropriate license to act as Superintendent in the State of Minnesota as provided by applicable laws, rules and regulations.

**ARTICLE IV
DURATION, EXPIRATION, TERMINATION DURING THE TERM, MUTUAL CONSENT, AND
CONTINGENCY**

Section 1.Duration :

This Contract is for a term of two (2) years commencing August 9, 2017, and ending June 30, 2019. It shall remain in full force and effect unless modified by mutual consent of the School Board and the Interim Superintendent, or unless terminated as provided in this Contract.

Section 2 . Expiration:

This Contract shall expire at the end of the term specified in Section 1above. At the conclusion of its term, neither party shall have any further claim against the other, and the School District's employment of the Interim Superintendent shall cease, unless a subsequent Contract is entered into in accordance with M.S.§ 123B.143, Subd.1.

Section 3.Termination During the Term:

The Interim Superintendent's employment may be terminated during the term of this Contract only for cause as defined in M.S. § 122A.40, Subd. 9. and Subd. 13 but, except for purposes of describing

grounds for discharge, the provisions of M.S. § 122A.40 shall not be applicable. If the School Board proposes to terminate the Interim Superintendent during the term of this Contract for cause as described in M.S. §122A.40, Subd. 9. or Subd.13., it shall notify the Interim Superintendent in writing of the proposed grounds for termination. The Interim Superintendent shall be entitled to a hearing before an arbitrator provided the Interim Superintendent makes such a request in writing to the School Board Chair within fifteen (15) calendar days after receipt of the written notice of the proposed termination. In such event, the parties shall jointly petition the Bureau of Mediation Services (BMS) for a list of five (5) arbitrators. The arbitrator shall be selected by the parties through the normal striking process as provided by BMS rules. The arbitrator shall conduct a hearing under normal arbitration procedure rules and issue a written decision. The decision of the arbitrator shall be final and binding upon the parties, subject to judicial review of arbitration decisions as provided by the law. The Interim Superintendent may be suspended with pay by the School Board pending final determination by the arbitrator. If the Interim Superintendent fails to request a hearing as provided in this section within the fifteen (15) day calendar period, he shall be deemed to have acquiesced to the School Board's proposed action, and the proposed action shall become final on such date determined by the School Board, and the Interim Superintendent shall have no further claim or recourse.

Section 5.Mutual Consent:

This Contract may be terminated at any time by mutual consent of the School Board and the Interim Superintendent.

ARTICLE V DUTIES

The Interim Superintendent shall have charge of the administration of the schools under the direction of the School Board. The Interim Superintendent shall be the chief executive officer of the School District; shall direct and assign teachers and other School District employees under the Interim Superintendent's supervision; shall organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the School District subject to the approval of the School Board; shall select all personnel subject to the approval of the School Board; shall, from time to time, suggest policies, regulations, rules, and procedures deemed necessary for the School District; and, in general, perform all duties incident to the office of the Interim Superintendent and such other duties as may be prescribed by the School Board from time to time. The Interim Superintendent shall abide by the policies, regulations, rules and procedures established by the School Board and all State and Federal law.

The Interim Superintendent shall have the right to attend all School Board meetings and all School Board and citizen committee meetings, serve as an ex-officio member of the School Board and all School Board committees, and provide administrative recommendations on each item of business considered by each of these groups.

ARTICLE VI
DUTY YEAR AND LEAVES

Section 1. Basic Work Year:

The Interim Superintendent's duty year shall be for the entire twelve (12) month Contract year, and the Interim Superintendent shall perform services on those legal holidays on which the School District is authorized to conduct school if the School Board so determines. The Interim Superintendent shall be on duty during any emergency, natural or unnatural, unless otherwise excused in accordance with School Board administrative policy.

Section 2. Vacation:

The Interim Superintendent shall earn twenty (20) working days of annual paid vacation for the 2017-18 Contract year and twenty-five (25) working days for the 2018-19 Contract year with a maximum accrual of forty-five (45) days. Upon termination of employment, the Interim Superintendent will be paid the regular daily rate of pay derived from the Interim Superintendent 's annual salary, divided by two hundred sixty (260) days for each accrued vacation day unused.

Section 3. Holidays:

The Interim Superintendent shall be entitled to eleven (11) paid holidays each Contract year as designated by the School Board. The Interim Superintendent may choose that two (2) of the holidays be designated as "floating" and be taken when he wishes.

New Year's Day	Thanksgiving Day	New Year's Eve
Memorial Day	Friday after Thanksgiving Day	
Independence Day	Christmas Eve	
Labor Day	Christmas	

Section 4. Sick Leave:

On August 9, 2017, the Interim Superintendent shall be credited with thirty (30) days of sick leave. On July 1, 2018 the Interim Superintendent shall be credited with an additional fifteen (15) days of sick leave.

Section 5. Workers' Compensation:

Pursuant to M.S. Chapter 176, the Interim Superintendent injured on the job in the service of the School District and collecting workers' compensation insurance may elect to apply accumulated sick leave credits to make up the difference between the Worker's Compensation payment and his current salary. Deductions from sick leave will be made on a prorated basis according to the supplementary payments to the Superintendent. In no event shall the additional compensation paid the Interim Superintendent result in the payment of total daily, weekly, or monthly compensation in excess of such Interim Superintendent's basic salary.

Section 6. Emergency Leave:

The Interim Superintendent may be granted paid emergency leave at the discretion of the School Board. Unless the School Board directs otherwise, the School Board Chair may grant the leave on behalf of the Board.

Section 7. Disability:

If the Interim Superintendent is unable to perform his regular duties because of personal illness or disability and has exhausted all accumulated sick leave, the School District shall provide additional paid sick leave at a salary equal to fifty (50) percent of the Interim Superintendent's regular salary until the expiration of the waiting period for long-term disability insurance.

Section 8. Medical Leave:

Pursuant to M.S. § 122A.40, Subd.12., the Interim Superintendent shall have a right to a leave of absence for health reasons.

Section 9. Bereavement Leave:

The Interim Superintendent shall be granted bereavement leave for a death within the Interim Superintendent's immediate or close family. The time utilized shall be in an amount to be determined after conferring with the School Board Chair. Days utilized will be deducted from the Interim Superintendent's sick leave. "Immediate family" is defined as the Interim Superintendent's spouse, child, parent, grandparent, grandchild, brother, sister, in-law relations, or other relative who was living in the same household as the Interim Superintendent.

Section 10. Insurance Application:

An Interim Superintendent on unpaid leave is eligible to continue to participate in group insurance programs if permitted under the insurance policy provisions. The Interim Superintendent shall pay the entire premium for such insurance commencing with the beginning of the leave and shall pay to the School District the monthly premium in advance. In the event the Interim Superintendent is on paid leave from the School District under Section 4 above or supplemented by sick leave pursuant to Section 5 above, the School District will continue insurance contributions as provided in this Contract until sick leave is exhausted. Thereafter, the Interim Superintendent must pay the entire premium for any insurance retained.

ARTICLE VII
INSURANCE

Section 1. Health and Hospitalization and Dental Insurance:

The School District shall provide the Interim Superintendent and the Interim Superintendent's dependents a \$21,500 allowance to cover the cost of health and hospitalization and dental insurance coverage under the School District's group health and hospitalization and dental insurance plans. If the cost of insurance selected is less than the allowance, the Interim Superintendent shall receive the

difference as additional salary up to the amount of \$21,500. If the cost of the plans is greater than the allowance, the additional cost shall be deducted from regular salary. The choice of the specific School District health and hospitalization and dental plan shall be made by the Interim Superintendent.

In the event this Contract will cause or does cause penalties, fees, or fines to be assessed against the School District, the parties agree to reopen negotiations that result in a revised Contract between the parties that eliminates or reduces penalties, fees, or fines to be assessed against the School District. The amount of any reduction in the School District's contribution toward the Interim Superintendent's healthcare benefits as a result of addressing the "highly compensated employee" component of the ACA will be placed into salary.

Section 2. Life Insurance:

The School District shall provide, at its own expense, group term life insurance for the Interim Superintendent under the School District's group term life insurance plan at an amount of coverage equal to three (3) times the Interim Superintendent's annual salary, payable to the Interim Superintendent's named beneficiary(ies).

Section 3. Long-Term Disability Insurance:

The School District shall provide, at its own expense, long-term disability insurance for the Interim Superintendent under the School District's group long-term disability insurance plan.

The Interim Superintendent, when receiving compensation under long-term disability, may elect to apply accumulated sick leave credits to make up the difference between long-term disability payment and his current salary. Deductions from sick leave will be made on a prorated basis according to the supplementary payments to the Interim Superintendent. In no event shall the additional compensation paid the Interim Superintendent result in the payment of total daily, weekly, or monthly compensation in excess of such Interim Superintendent basic salary.

Section 4. Liability Insurance:

The School District shall provide, at its own expense, liability insurance naming the Interim Superintendent as an insured, along with the School District, in an amount not less than that which is required by law for the School District.

Section 5:Eligibility:

The eligibility of the Interim Superintendent and the Interim Superintendent's dependent(s) and beneficiary(ies) for insurance benefits shall be governed by the terms of the insurance policies purchased by the School District pursuant to this article.

Section 5.Claims Against the School District:

The School District's only obligation is to purchase the insurance policies described in this article, and no claim shall be made against the School District as a result of denial of insurance benefits by an insurer if the School District has purchased the policies and paid the premium described in this article.

ARTICLE VIII
OTHER BENEFITS

Section 1. Tax Sheltered Annuities:

The Interim Superintendent shall be eligible to participate in a tax sheltered annuity plan through payroll deduction established pursuant to Section 403 (b) of the Internal Revenue Code of 1986, M.S. § 123B.02, subd. 15., School District policy, and as otherwise provided by law.

The Interim Superintendent shall be entitled to a matching School District contribution to the Minnesota Deferred Compensation Plan (M.S. § 352.96 and 356.24 (a) (4) or a Tax Sheltered Annuity (M.S. § 356.24 and Internal Revenue Code 403(b)). The match shall equal up to 2.5% of the salary. In no case shall the match total more than the amount allowable under the law or IRS rule. If the amount of the matching 2.5% is above the level allowed by law for the matching programs, the difference will be given to the Interim Superintendent as taxable salary.

Section 2. Automobile Expenses:

The School District shall provide the Interim Superintendent with a monthly allowance of two hundred fifty dollars (\$250) for business use of his private vehicle pursuant to M.S. § 471.665, Subd. 3.

Section 3. Health Savings Plan:

The Interim Superintendent shall be eligible to participate in a Health Savings Plan.

Section 4. Conference and Meetings:

The Board recognizes the importance of encouraging the Interim Superintendent to attend or participate in educational conferences or meetings as a necessary part of professional growth. The Interim Superintendent is encouraged to attend appropriate professional meetings at the local, state and national level, the expenses of such attendance to be paid by the District. The Board expects the Interim Superintendent to continue his professional development on an annual basis and expects him to participate in relevant learning experiences consistent with the budget adopted by the Board. The Interim Superintendent shall file an itemized expense statement with the Business Services Director of the District, to be processed as provided by law. The Interim Superintendent shall report to the Board on the content of the meetings and conferences he will be attending or has attended.

ARTICLE IX
SALARY

The Interim Superintendent shall be paid an annual salary of \$179,000 for the 2017-18 Contract year and \$189,000 for the 2018-2019 Contract year.

ARTICLE X OTHER PROVISIONS

Section 1. Other Activities:

While the Interim Superintendent shall devote full time and due diligence to the affairs and the activities of the School District, he may also serve as a consultant, lecture, engage in teaching, writing and speaking activities, and to engage in other activities if determined by the School Board Chair, such activities do not impede the Interim Superintendent's ability to perform the duties of the superintendency. If during the normal work day time used for such outside activities exceeds four (4) hours per day, the time in excess of four (4) hours per day shall be reported as vacation.

Section 2. Indemnification and Provision of Counsel:

In the event that an action is brought or a claim is made against the Interim Superintendent arising out of or in connection with his employment and the Interim Superintendent is acting within the scope of employment or official duties, the School District shall defend and indemnify to the extent permitted by law. Indemnification, as provided in this section, shall not apply in the case of malfeasance in office or willful or wanton neglect of duty, and the obligation of the School District herein shall be subject to the limitations as provided in M.S. Chapter 466.

If, in the opinion of the Interim Superintendent or School Board, a conflict exists as regards the defense to such claim between the legal position of the Interim Superintendent and the legal position of the District, the Interim Superintendent may engage a separate counsel, in which case the district or the district's insurer shall indemnify the Interim Superintendent for the necessary and reasonable cost of legal defense.

Section 3. Dues:

The Interim Superintendent is encouraged to belong to and participate in appropriate professional, educational, economic development, community, and civic organizations when such membership will serve the best interests of the School District. Accordingly, the School District will pay such membership dues for such organizations as are required, directed, or permitted by Minnesota Statute or School Board policy. Interim Superintendent shall present appropriate statements for approval as provided by law or school board policy.

Section 4. Business Expenses:

The Interim Superintendent shall be reimbursed for reasonable business expenses incurred in the performance of his duties, subject to the approval of the School Board Chair or designee.

Section 6. Medical Examination:

The Interim Superintendent shall have a comprehensive medical examination not less than once every two years. A summary document from the physician certifying the fitness of the Interim Superintendent to perform the duties of the position shall be provided to the School Board Chair which shall be kept

confidential to the extent provided by law. The cost of said examination not covered by the School District's insurance program shall be paid by the School District.

Section 7. Performance Review:

The School Board shall conduct an annual performance review between January and June of each Contract year.

Section 8. Amendments:

This Contract may be amended by mutual written agreement of the parties.

ARTICLE XI
SEVERABILITY

The provisions of this Contract shall be severable, and if any such provision or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Contract or the application of any provisions thereof.

IN WITNESS WHEREOF, I have subscribed my signature this 25 day of July, 2017.

Gary Anger

FOR THE SCHOOL DISTRICT:

IN WITNESS WHEREOF, we have subscribed our signatures this 28th day of July, 2017.

School Board Chair

School Board Clerk

Superintendent Contract Comparison					
	2017-18	2018-19		2017-18	2018-19
	Thompson	Thompson		Anger	Anger
Salary	\$ 212,000	\$ 217,300		\$ 179,000	\$ 189,000
Car Allowance	\$ 8,400	\$ 8,400		\$ 3,000	\$ 3,000
Health Insurance	\$ 26,180	\$ 26,180		\$ 21,500	\$ 21,500
Dental Insurance	\$ 955.80	\$ 955.80		<i>Included in above</i>	<i>Included in above</i>
Vacation	25 days	25 days		20 days	25 days
Sick Leave	30 days	30 days		30 days	15 days
Sick Leave Cash-out (10 days)	\$ 8,153.85	\$ 8,357.69		\$ -	\$ -
403b	\$ 5,300	\$ 5,432.50		\$ 4,475	\$ 4,725
TRA	\$ 15,900	\$ 16,297.50		\$ 13,425	\$ 14,175
Life	\$ 203.52	\$ 208.61		\$ 171.84	\$ 181.44
Disability	\$ 468.52	\$ 480.23		\$ 395.59	\$ 417.69
Total Compensation without Taxes	\$ 277,562	\$ 283,612		\$ 221,967	\$ 232,999
Difference (saved)	\$ 55,594	\$ 50,613			