Equity & Inclusion

Equity needs to be part of the fabric of who we are and everything we do. Equity needs to be part of our vision and culture, and it needs to be a key component in making the thousands of choices and decisions we make every day.

Definition
Equity is dealing fairly and equally with all concerned. Equitable is freedom from bias or favoritism.
- A commitment to ensure that each and every Shakopee Public Schools student is "our" student and "my" student.
- Measures of student learning performance become less predictable over time.
- Each and every student feels welcome when entering our schools.

Thoughts & Supporting Documents
- Policy 102A
- Board equity and inclusion statement
- Need to focus on professional growth in a comprehensive manner, across the entire district.
- The enrollment of our most challenging courses should be representative of the diversity in our student body.

Small Rocks
- IDI - Intercultural Development Inventory and action plan
- Equity Alliance MN report/audit, activities and training
- DELT (District Equity Leadership Team)
- Check and Connect Systems (MTSS Tier 2) and continued implementation of MTSS as well as the ongoing SEL work
- Professional Development Plan - Equity (relationships), building an equity mindset, continued growth in Culturally Responsive Teaching best practice
- Increase diversity of employees working in ISD 720

Financial Sustainability & District Alignment

Definition
Financial sustainability determines the desired structural budget for the district, offers reasonable class sizes, pays teachers and support staff at least in the mid-range of comparable districts, and creates a path to meeting the unassigned fund balance target in Policy 714.
District alignment supports the vision of the School Board.

Targets/Goals
- Define and propose a target for the structural budget for the district to be implemented in FY 23 and FY24
- Determine reasonable class size targets (reasonable class sizes = average in ECSU annual report on class sizes), and develop a plan to reach these targets.
- Reaffirm the goal to meet the unassigned fund balance requirements as outlined in School Board Policy 714 Fund Balances (8-12%)
- Define and propose targets to compensate (salary and benefits) teachers and support staff at least in the mid-range of comparable districts

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- Commitment to implement and align systems to maximize impact (Equity & Inclusion, Student Learning Performance, Instructional Framework, Six Pillars from previous strategic plan, and Financial Sustainability).
  - How do we measure alignment between $ and vision priorities?

Student Learning Performance

Direct and support the full implementation of a system of Assessment for Learning across the entire district.

Definition of Assessment for Learning
Source: Jan Chappuis, author of *Seven Strategies of Assessment for Learning*

janchappuis.com

"*Do it right*" means to be able to gather accurate information about student achievement. This involves far more than the accuracy of the items, task and scoring guides. It requires that we know how to establish a purpose for assessment (summative or formative), make content standards clear, select the appropriate assessment method, sample appropriately, avoid issues of bias and track and report out achievement data in the form of an end-of-term grade.

"Use it well" means to be able to use the assessment process and its results to increase, not merely measure, student achievement. It requires that we know how to design or select assessments capable of providing diagnostic information; plan time during instruction to assess formatively and act on the information; offer effective feedback to students; engage students in self-assessment, peer assessment and goal setting; and give students opportunities to track, reflect on and share their learning progress.

Thoughts & Supporting Documents
- Assessment for Learning documents
- Adult perceptions influence student learning performance
- Authentic/genuine learning and assessment
- Student growth is the critical outcome from student learning
- Need to better recognize developmental variability and work to diminish the impact of constructed artificial constraints on learning-- time; start and end times for the important learning
- Different types of learning should engender use of different strategies, learning experiences and forms of assessment
- Growth mindset
- Recognize that the key components of the existing Shakopee Public Schools strategic plan-- Instructional framework and Six Pillars-- align well with Assessment for Learning and will continue to inform curriculum design and professional learning
- Failure is part of quality learning experiences

Small Rocks
- Assessment for Learning
  - Stages of implementation across the district
  - *Seven Strategies of Assessment of Learning*
  - Need to be precise in assessing student growth and student learning performance.
    - Be careful to not include perceptions of learning in such assessment-- things like work completion, compliance, behavior, etc. These actions may, or may not always be, directly associated with student learning.
- Measure of student learning growth (FAST)
- IEP accommodations understood and consistently followed for students with disabilities
- Support/Intervention for all students based on need (MTSS)
  - Used for the shortest time period possible to accomplish the primary purpose and reach the goal
- Authentic Learning including SEL (Social Emotional Learning)
  - Full implementation, sustaining, continued growth and regeneration of Academies of Shakopee
  - Continued adoption and implementation of specific philosophy and practices recognizing the unique developmental and learning needs of Middle School students
  - Elementary student growth in literacy and numeracy
  - Continued adoption and implementation of specific philosophy and practices recognizing the unique developmental and learning needs of early learners (Birth to age 5) and alternative programs (Tokata Learning Center, middle school)