## Context and Current Reality
**“The Why”**
- The district facilities do not currently adequately meet the educational needs of the district.
- The district is in the midst of the front end of a high level of demographic growth and addition of new homes and businesses.
- The district and community practices of fiscal management have well-positioned the district for growth and development.
- Inequity in access to programming exists at the middle and high school levels.
- Achievement gap is known and judged to be unacceptable.
- The local community is highly educated and holds higher expectations for the district than is currently being produced.
- The district lags the educational marketplace in educational programming, innovation and creative use of resources, technology, partnerships and individualized learning planning and delivery.
- The community has a desire to partner with the school to improve academic programs.

## Unacceptable Means
**“The Not How”**
- Knowingly violate law, policy or binding agreement.
- Create inequity in access to programming and educational opportunities by design.
- Exceed established financial and capital parameters in budget and long range planning.
- Design a system around any special interest group, individual or group of staff.
- Design a system with obvious elements that cannot be sustained for at least 5 years.
- Design a system that knowingly limits district flexibility and nimbleness to a high degree.
- Design programming and services for which there are limited human resources to staff and deliver.
- Engage in silent or parallel design processes outside of the public consultative process.
- Design structures or facilities with unreasonable schedules for implementation and/or completion.

## Results
**“The What”**

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<thead>
<tr>
<th>Strategic Direction A: Moving toward clear and accessible pathways for readiness at</th>
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<tbody>
<tr>
<td>Fulfill district vision of all students career and college ready</td>
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<tr>
<td>- 100% ACT Composite of 21</td>
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<tr>
<td>- Average ACT Composite of 24 (A6-A)</td>
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<tr>
<td>- Greater than 95% on target to graduate on time (A3)</td>
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**Elements for Discussion:**
- HS Graduation Requirements and MS Required courses to ensure alignment for ALL students career and college ready.
- Master Schedule.
- Framework to embed ACT standards.
- Systems to support graduation rate.

**Integration of College and Career Readiness and Common Core Standards, as well as Core Life Skills into a variety of pathways for success**
- Elective courses organized in pathways (6-12) and meet authentic, industry relevant standards.

**Elements for Discussion:**
- Core Life Skills to embed in required courses.
- Pathway Framework for electives with identified pathways for development and/or sustain.
- Specialized Programs (i.e., IB, AA in schools, CIS, AP, ½ day elective programing, etc.).
- Community Partnership to support.
- Specialized programing (i.e. Shutterfly and Datacard)
  - Structures support students to perform at grade level standard or above (guaranteed floor with no ceiling)
    - Greater than 85% will meet or exceed proficiency measured by MCA Reading and Math (A7-M and A7-R)
    - Greater than 75% will meet or exceed expected MAP growth in reading and math (A11-M and A11-R)
    - Greater than 80% meet course standards (A1)

Elements for Discussion:
- A systemic, aligned intervention approach for intervention (6-12)
- Philosophy for levels of courses and how to remove barriers for advanced students
- Culture of alignment and collaboration between teachers to ensure instructional alignment.
- Assessment system aligned to current research on grading and assessment practices
- Ability to provide for opportunity and equality in access and achievement, as well as, uniqueness across middle schools and high schools
  - Greater than 85% of students within all subgroups will meet or exceed proficiency measured by MCA reading and math (A8-M and A8-R)
  - Greater than 85% within all subgroups will meet or exceed expected MAP growth in reading and math (A9-M and A9-R)

Elements for Discussion:
- Options to address achievement gaps and improve achievement for all subgroups
- Access to all programing and subgroups are represented by current demographics – (no equity gap)
**Strategic Direction C: Developing technology and infrastructure to improve learning and operations**

- Transformation of learning environment through digital curriculum and critical technology tools
  - 99% of time technology infrastructure meets the needs of students/teachers (C1)
  - 90% of teachers report daily use of technology tools (C2)
  - 90% of teachers receive training on critical technology tools (C3)

Elements for Discussion:
- Models for online and blended courses
- Competencies for teachers/staff to integrate Technology (digital toolkit)
- Models for Professional Development

**Strategic Direction B: Applying information to increase learning and drive decision**

- District culture embraces excellence with high expectations for all students and staff, continuous improvement mindset and collaboration through PLC
  - Greater than 90% of teachers engage in PLC collaboration (B1)
  - Greater than 90% of teachers are teaching the agreed upon guaranteed curriculum (B2)

Elements for Discussion:
- Framework for culture of excellence – teacher competencies – instructional model
- Design a comprehensive and aligned secondary school system for academic programming, student services, co-curricular and community learning opportunities
- Personalize the learning environment to meet the individual needs of students
  - Individual Learning Plans
  - Greater than 90% of courses have intervention plans for students (B4)
  - Greater than 90% of course have
<table>
<thead>
<tr>
<th>enrichment plans for students (B5)</th>
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<tr>
<td>Elements for Discussion:</td>
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<tr>
<td>• Model for individualized learning plans and support systems.</td>
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<tr>
<td>• Structures for personalization – recommendations around credits (seat time), competency based systems - progress based on mastery not age bound.</td>
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<tr>
<td>• Integrated infrastructure and systems support needed for leading academic learning processes and performance</td>
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<tr>
<td>• Inclusive, respectful and accessible process of consultation and decision making regarding the Shakopee Experience</td>
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