





LEAD Magnet Academy

Leadership-Entrepreneurship-Action-Design

Streamwood High School

Curriculum Proposals:

LEAD Launch

Business for Innovators

Implementation 2022-2023

Presenters:

Mitchell Briesemeister, Director of Educational Pathways

Tracy Stewart, Streamwood High School Assistant Principal of Innovation

Meagen Balzer, Streamwood High School Teacher

Doreen Roberts, Educational Pathways Teacher Leader





Leadership



Entrepreneurship



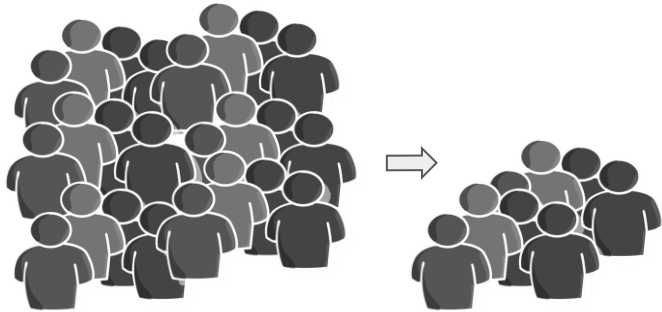
Action



Design



Research and Rationale



Declining Enrollment



[2019 Hanover Research Survey](#)



Academy Call to Committee

Meagen Balzer, INCubator/ELA	Streamwood High School
Nicole Fernstrom, ELA	Streamwood High School
Don Guidon, Math	Streamwood High School
Clinton Hieber, Business	Streamwood High School
Cristina Sierra, Specialized Student Services	Streamwood High School
Ryan Sims, Social Studies	Streamwood High School
Melanee Stenstrom, ELA	Streamwood High School
Dr. Barbara Thomas, Business	Streamwood High School
Trena Valentine, Math	Streamwood High School
Nick Vassolo, Social Studies	Streamwood High School
Frank Waploe, AP of Innovation (former)	Streamwood High School
Tracy Stewart, AP of Innovation	Streamwood High School
Doreen Roberts, Teacher Leader	Educational Pathways





U46 STRATEGIC PLAN





Equity Plan

School District U-46 is committed to the success of every student in every school. A primary objective of the District is that by graduation, all students will meet or exceed college and career ready standards and be fully prepared to become contributing members of society. It is our belief that it is the responsibility of this school District to give each student the opportunity and support to meet his or her highest potential.

In 2018, the District formed an Equity Committee to ensure these commitments are being met. The Committee aligned its work to the District Strategic Plan and created four sub-teams with the following goals:

- Student Achievement: Close opportunity gaps for all subgroups to ensure they have equitable access to all academic systems and programs
- Effective and Engaged Staff: Value, develop, recruit and retain a forward-thinking, highly qualified, and diverse workforce
- Community Engagement: Ensure welcoming, safe, inclusive and equitable school environments for all
- Excellence, Efficiency, and Accountability: Communicate allocation of funds to ensure equitable access for all students throughout all structures and systems in U-46



Full Implementation 2025-2026

Magnet
Academy
Courses

Can be
offered in
Dual
Language
(DL)

*Indicates
Choice

+Future
Proposals

Content	Grade 9	Grade 10	Grade 11	Grade 12
Business (CTE)	Business for Innovators	Business for Entrepreneurs+	INCubatoredu™	ACCEleratoredu™* or Elective
Math	AIM 1+ DL	AIM 2+ DL	AIM 3+	AP Math or DC Math or 4th Yr Math
Magnet	LEAD Launch (Elective)	LEAD Discover+ (Social Studies)	World Issues/Business Law DL (Social Studies)+	Social Impact** or Elective
Language Arts	ACAD ELA 1	Acad ELA 2	ACD ELA 3 or AP Lang/Comp	ELA 4 or AP Lit/Comp or DC Eng 101/102
Dual Language	ALE 1	ALE 2 or AP SpanLang	ALE 2 or DC Spanish	AP SpanLit or DC Spanish or Latinx/a/o
Science	Biology DL	Chemistry or IPS	Physics	
Physical Education	PE	PE/Health	PE or Independent PE (Required for DL)	PE
Social Studies			US History	Civics/Econ DL
Lunch	Lunch	Lunch	Lunch	Lunch



LEAD Curriculum Writing Meetings

Program Design-LEAD Launch-Business for Innovators-Integrated Math 1*



LEAD Academy is a Redesign of the Magnet Academy Program

- Work began before the COVID Pandemic
- Meeting dates included
 - Program Visioning
 - 4-Year Draft Course Layout
 - Program Alignment to Streamwood High School Portrait of a Graduate
 - Professional Development
 - Research on College and Career Readiness
 - Research and Learning on Leadership, Entrepreneurship, and Design Cycles
 - Illinois State Board of Education Business and Finance/Entrepreneurial Pathway
- Curriculum Writing, Rewriting, and Revising
 - LEAD Launch
 - Business for Innovators
 - Academy Integrated Math 1*

*Future Proposal



Unit 3: Introduction to Business Finances
5 weeks

Stage 1 Desired Results	
ESTABLISHED GOALS/Standards	
NBEA Accounting Process 1.6 Explain and analyze how business transactions impact the accounting equation.	
NBEA Accounting VII.1.6 Describe the various financial statements (e.g., income statement, balance sheet, cash flow statement).	
Transfer	
Students will be able to independently use their learning to... understand the financial health of a business.	
Meaning	
UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none"> → Revenue is determined by various criteria. → Expenses are determined by various criteria. → Data from expenses, sales and profit inform strategic business decisions. → Appropriate software choice and application is valued in successful business and financial management practices. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> → Why does inventory control impact business? → Why does understanding expenses impact business decisions? → How does revenue control impact business decisions? → How do financial documents aid in the success of business ventures? → How is data used in various business decisions?
Acquisition	
Students will know... <ul style="list-style-type: none"> → The definition and difference between revenue and expenses. → The definition of profit. 	Students will be skilled at... <ul style="list-style-type: none"> → Comparing and contrasting revenue and expenses.

1

Business for Innovators- Unit 3: Introduction to Business Finances (11/21)

Desired Results:
Standards
Goals
Understandings
Questions

Acquisition:
Knowledge
Learning Targets
(skills)

Assessment:
Rubrics
Summatives
Formatives

Stage 2 - Evidence	
Acquisition Students will know... <ul style="list-style-type: none"> → The definition and difference between revenue and expenses. → The definition of profit. → Profit is impacted by revenue and expenses. → The definition of inventory control. → Executing application processes impacts various accounting measures to achieve desired outcomes. → The role and purpose of a balance sheet in financial business decisions. → Appropriate use of accounting practices to achieve desired data. 	Acquisition Students will be skilled at... <ul style="list-style-type: none"> → Comparing and contrasting revenue and expenses. → Determining profitability by analyzing revenues and expenses. → Analyzing and communicating sales trends using visual representation. → Analyzing how sales trends impact inventory control. → Explaining the impact of inventory control on a business. → Explaining the importance of managing business expenses. → Applying basic functions of software applications. → Accurately inputting data into a spreadsheet. → Formatting spreadsheets. → Executing spreadsheet formulas to get their desired outcome. → Creating visual representation (graphs and tables) from data. → Describing balance sheets.

2

Business for Innovators- Unit 3: Introduction to Business Finances (11/21)

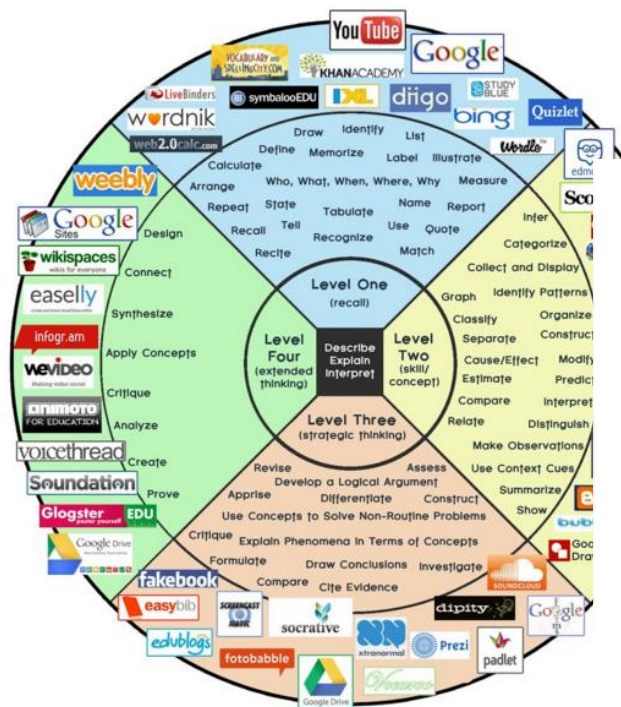
Stage 2 - Evidence	
Student Evidence MANAGE TASK(S): Common Stand Assessment: will include additional Summative Assessments, as needed, aligned to ics.	
EVIDENCE: Assessments to assess learning will connect the Learning Plan in Stage 3 to d Results in Stage 1. The teacher will utilize formative assessments to informing as students progress towards learning goals. These may include: ns, Exit Tickets, Quick Writes, Responses, Annotating, Conferencing, Graphic s, Readers's and Writer's Responses.	
Stage 3 - Learning Plan Key Learning Events and Instruction ructed Accordingly s in Stage 1. ed to this Stage.	

3

Business for Innovators- Unit 3: Introduction to Business Finances (11/21)

Learning Plan:
Day-to-Day Learning

Webb's Depth of Knowledge & Web 2.0



Business for Innovators Unit Rubrics

Unit 3: Gains & Losses

Standard	4 - Mastery	3 - Proficiency	2 - Basic	1 - Below Basic	0 - No Evidence
NBEA Accounting Process 1.6 Explain and analyze how business transactions impact the accounting equation.	Explain and analyze how business transactions impact the accounting equation.	Explain how business transactions impact the accounting equation.	Define and graph how business transactions impact the accounting equation.	Define how business transactions impact the accounting equation.	There is no, or insufficient evidence to assess the standard at this time.
NBEA Accounting VII.1.6 Describe the various financial statements (e.g., income statement, balance sheet, cash flow statement).	Synthesize for analysis of various financial statements (e.g., income statement, balance sheet, cash flow statement).	Analyze the various financial statements (e.g., income statement, balance sheet, cash flow statement).	Distinguish between the various financial statements (e.g., income statement, balance sheet, cash flow statement).	Describe the various financial statements (e.g., income statement, balance sheet, cash flow statement).	There is no, or insufficient evidence to assess the standard at this time.



Implementation and Curriculum Assessment

From Curriculum Cycle

- Monitor Curriculum Implementation
 - Review Data with LEAD Team and Course Instructors
- Monitor Common Assessments
 - Collaboration/Analyzation of Data
 - Revisions
- Feedback to Inform Implementation/Revision
 - Staff
 - Students
 - Community
- Continued Professional Development
- Report Assessment of Program, as Requested





LEAD Academy Timeline

Hanover Research Study	Call to Committee	Team Professional Development	Vision and Concepts	Curriculum Writing Begins
Spring 2019	October 2019 April 2021	December 2019	December 2019 January 2020	February 2020



LEAD Launch

LEAD Magnet Academy



Course Standards Sources

College, Career, and Civic Life (C3) Framework
for Social Studies State Standards

Common Core State Standards

International Society for Education in Technology
Standards

National Business Education Association
Standards



Design Process



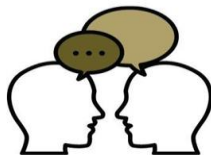
OUR DESIGN PROCESS



DISCOVER

What do we want to change?
What are the issues?
Who do they impact?

STEP 01



STEP 02

INTERPRETATION

How can we make a change?
Engage in empathic brainstorming

IDEATION

Make the Change
Create the plan: resources, prototype, timeline and teamwork

STEP 03



STEP 04

EXPERIMENTATION

Implement your plan
Reflect on first attempt and revise

EVOLUTION

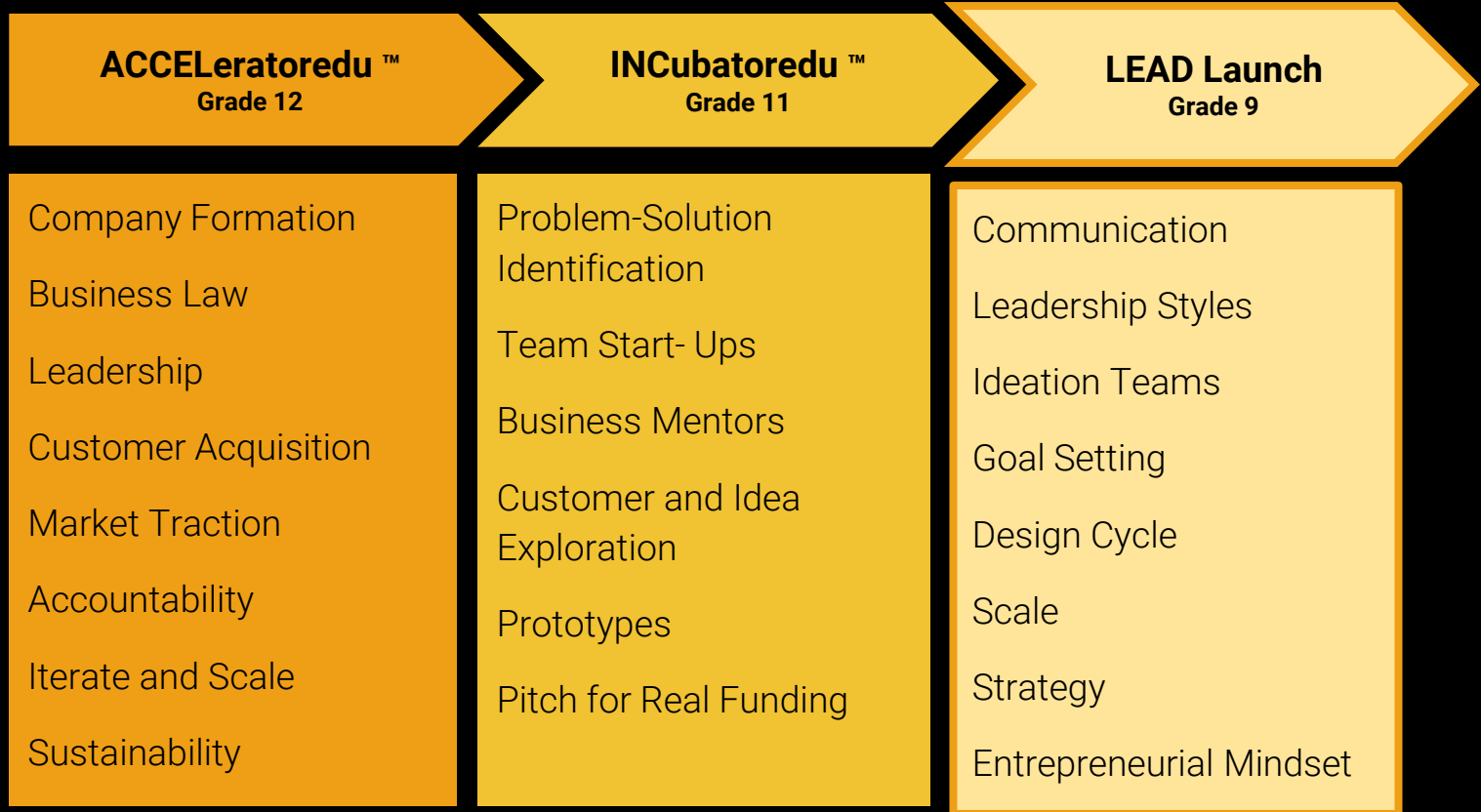
Share and Empower
Communicate your experience to inspire others

STEP 05



[Design Cycle Notes and Resources](#)

Backwards Planning



LEAD Launch Course

Leadership

Communication
Collaboration
Leadership Style
Teams
Common Goals

Design

Empathy
Problem-Solving
Design Cycle
Ideation Teams
Action Plans

Action

Inquiry
Scale of Issues
Strategizing
Collaborative
Technology
Evaluation/Reflection

Entrepreneurship

Research
Opportunities
Management
Functions
Flexibility
Businesses



Launch Resources

Item	Quantity	Unit Cost	Source	Total Cost
The Design Thinking Playbook	30	\$35	Wiley Publishing	\$1,050.00
Lead 4 Change	Online Resource	\$0	The Foundation for Impact on Literacy and Learning Inc.	-
<u>Leadership Book Classroom Library</u>	50 Books Approximately	*	Amazon	\$913.12
Youth Entrepreneurs	Online Resource	\$0	Youth Entrepreneurs	*
Total				\$1,963.12

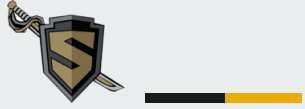


Launch Professional Development

Item	Quantity	Unit Cost		Total Cost
Discover Design Thinking PD	4	\$750	Institute of Design Stanford University	\$3,000.00
Entrepreneurship Into Existing Courses (Uncharted Learning)	4	\$1,000	Uncharted Learning	\$4,000.00
The Design Thinking Toolbox	4	\$27.99	Wiley Publishing	\$111.96
Total				\$7,111.96

Total Investment: \$9,075.08

Updated Estimated cost per student per year for 6 years
(estimating 510 students): **\$17.79**



Business for Innovators

LEAD Magnet Academy



Course Standards Sources

Common Core State Standards

Reading-Science and Technical

International Society for Technology in Education (ISTE) Standards

Innovative Designer

Creative Communicator

National Business Education Association Standards

Entrepreneurship

Accounting

Marketing

Information Technology

Social/Emotional Learning: Illinois State Board of Education Standards

Communication



- Introductory magnet academy business course
- Establish foundational business knowledge
- Authentic application of business, math, and entrepreneurial concepts
- School-based business opportunities

Backwards Planning

ACCEleratoredu™ Grade 12

Company Formation
Business Law
Leadership
Customer Acquisition
Market Traction
Accountability
Iterate and Scale
Sustainability

INCubatoredu™ Grade 11

Problem-Solution
Identification
Team Start- Ups
Business Mentors
Customer and Idea
Exploration
Prototypes
Pitch for Real Funding

Business for Entrepreneurs* Grade 10

Resources and
Management
Customer Acquisition
Loyalty Programs
Profit, Loss and
Revenue
Sales Trend Analysis
School Based
Enterprise

Business for Innovators Grade 9

Software Application
(Excel and Adobe)
Economic Impact
Principles of Accounting
Positioning
Promotion
Entrepreneurial
Mindsets

*Future Proposal

Business for Innovators Course

Unit 1: Building Classroom Culture

2 weeks

SEL 2C:
Use communication and social skills to interact effectively with others.

ISTE 1.4 Innovative Designer:
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

Learning and using Adobe Cloud.

Design a personal logo.

Unit 2: Business in the Global Marketplace

5 weeks

NBEA Entrepreneurship.IV.1:
Apply economic concepts when making decisions for an entrepreneurial venture.

ISTE 1.4 Innovative Designer:
Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

Designing and creating notepads for customers.

Unit 3: Introduction to Business Finances

5 weeks

NBEA Accounting Process 1.6:
Explain and analyze how business transactions impact the accounting equation.

NBEA Accounting VII.1.6:
Describe the various financial statements (e.g., income statement, balance sheet, and cash flow statement).

Virtual lemonade stand and roller coaster construction.

Unit 4: Marketing

5 weeks

NBEA Marketing Mix IV.1:
Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning.

NBEA MarketingPlan V.1:
Describe the elements, design, and purposes of a marketing plan.

ISTE Creative Communicator 1.3.a:
Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Customer logos and t-shirt business.

Business for Innovators Course

Unit 5: Succeeding in the Global Marketplace 5 weeks

NBEA Marketing Mix IV .1

Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning.

NBEA Entrepreneurship V.1

Develop a marketing strategy to introduce a product or service.

CCSS.ELA-RST.9-10.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Marketing plans and product production plans in collaboration with community to address specific issues.

Intro to Entrepreneurship - Business in Action 9 weeks

NBEA Information Technology VII.1.15

Evaluate the effectiveness of applications to solve specific problems.

ISTE Creative Communicator 1.3.a

Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

CCSS.ELA-RST.9-10.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, and attending to special cases or exceptions defined in the text.

Marketing and design plan fruition and product production (bird houses, little libraries, corn hole boards).

Business for Innovators and Integrated Math 1* Alignment

<u>Business for Innovators</u>	<u>AIM 1*</u>
Unit 1: Build a community that can successfully work together towards a goal. Unit 2: Identify and explain their role in the local, national, and global economies.	Unit 1: Use math concepts and skills to predict, evaluate, and solve for the outcome of situations in everyday life and business practices.
Unit 3: Understand the financial health of a business.	Unit 2 and 3: Evaluate and model real-world situations using mathematical relationships and functions.
Unit 4: Utilize marketing as an essential skill in entrepreneurial endeavors.	Unit 4: Solve and model equations and inequalities relating to real-world situations, including business circumstances.

Business for Innovators and Integrated Math 1* Alignment

<u>Business for Innovators</u>	<u>AIM 1*</u>
Unit 5: Create marketing strategies for products or services.	Unit 5: Analyze and interpret data to predict future values and outcomes.
Unit 6: Utilize the design and development process in business and entrepreneurial endeavors.	Unit 6 and 7: Transform geometric figures using rigid motion and non-rigid motion. Unit 8: prove geometric theorems algebraically using coordinates.

Business for Innovators Resources



Item	Quantity	Unit Cost		Total Cost
Technology				
Laptops for the Adobe Suite and Microsoft Office	75-90 per student cohort.	\$1,631		\$122,325- \$146,790 Per year until 2026
Textbooks				
Adobe Illustrator Texts, Online Access	30 Text +Online Bundle	\$70.19 x 30		\$2105.70

Business for Innovators Resources



Item	Quantity	Unit Cost		Total Cost
Printing Equipment:				
Sublimation Printer	1	\$1,484		\$1,484
Heat Press	4	\$749.95		\$2,999.80
Plotter Printer	1	\$3,245		\$3,245
Vinyl Cutter	1	\$4,200		\$4,200
Total				\$11,928.80

Business for Innovators Resources Continued



Item	Quantity	Unit Cost	Provider	Total Cost
Shop Equipment:				
Table Saw	1	\$4234	Saw Stop	\$4234
Miter Saw	2	\$240	Amazon	\$480
Drill Press	1	\$2,079	Rockler	\$2,079
Router	6	\$188	Amazon	\$1,128
Bandsaw	1	\$1,769	Rockler	\$1,769
Sanders	6	\$80	Amazon	\$480
Hand Tools	Various		Menards	\$500
Safety Equipment	Various		Grainger	\$250
Total				\$11,081₃₁

Business for Innovators

Professional Development



Item	Quantity	Unit Cost	Provider	Total Cost
Adobe Training	4	\$1,495	American Graphics Institute	\$5,980
Microsoft Office Training	4	\$129.99	Udemy	\$519.96
Amped on Algebra	4	\$1695	Contextual Learning	\$6,780
Shop/ Safety Training	4	X	U-46	X
Total				\$13,279.96

Hourly rates for CTE teachers paid through CTEI Grant Funds

Business for Innovators



Item	Quantity	Unit Cost	Provider	Total Cost
Laptops	75 1st year, 90 years 2-4	\$1,631		\$562,695.00
Textbooks	30	\$70.19		\$2105.70
Printing Equipment				\$11,928.80
Shop Equipment				\$11,081.00
Professional Development				\$13,279.96
Total for 6 Years				\$601,090.46
Cost Per Student				\$1,178.61

Academy Transition

2021-2022 World Language and International Studies (WLISA)

Freshman	Sophomore	Junior	Senior
Acad World Language (Spanish, Japanese, Mandarin)	Acad World Language (Spanish, Japanese, Mandarin)	Acad World Language (Spanish, Japanese, Mandarin) or AP Spanish Lang/Cult	Acad World Language (Spanish, Japanese, Mandarin) or AP Spanish Lang/Cult
Acad ELA 1	Acad ELA 2	AP Lang/Comp	AP Lit/Comp
Acad Global Studies 1	Acad Global Studies 2	AP US History	AP Gov/AP Mac
	Acad Keyboarding/Marketing	INCubatoredu™	

Academy Transition

2022-2023 **LEAD** and World Language and International Studies (WLISA)

Freshman	Sophomore	Junior	Senior
LEAD Launch	Acad World Language (Spanish, Japanese, Mandarin)	Acad World Language (Spanish, Japanese, Mandarin) or AP Spanish Lang/Cult	Acad World Language (Spanish, Japanese, Mandarin) or AP Spanish Lang/Cult
Acad ELA 1 ALE 1	Acad ELA 2	AP Lang/Comp	AP Lit/Comp
Acad Integrated Math 1* Dual Language	Acad Global Studies 2	AP US History	AP Gov/AP Mac
Business for Innovators	Acad Keyboard/Marketing	INCubatoredu™	ACCELeratoredu™

*Future Proposal

Academy Transition

2023-2024 **LEAD** and World Language and International Studies (WLISA)

Freshman	Sophomore	Junior	Senior
LEAD Launch	LEAD Discover*	Acad World Language (Spanish, Japanese, Mandarin) or AP Spanish Lang/Cult	Acad World Language (Spanish, Japanese, Mandarin) or AP Spanish Lang/Cult
Acad ELA 1* ALE 1	Acad ELA 2 ALE 2 or AP Span Lang	AP Lang/Comp	AP Lit/Comp
Acad Integrated Math 1 Dual Language	Acad Integrated Math 2* Dual Language	AP US History	AP Gov/AP Mac
Business for Innovators	Business for Entrepreneurs*	INCubatoredu™	ACCELeratoredu™

*Future Proposal

Academy Transition

2024-2025 **LEAD** and World Language and International Studies (WLISA)

Freshman	Sophomore	Junior	Senior
LEAD Launch	LEAD Discover*	World Issues/Business Law* Dual Language	Acad World Language (Spanish, Japanese, Mandarin) or AP Spanish Lang/Cult
Acad ELA 1 ALE 1	Acad ELA 2 ALE 2 or AP Span Lang	Acad ELA 3 or AP Lang/Comp ALE 2 or DC Spanish	AP Lit/Comp
Acad Integrated Math 1* Dual Language	Acad Integrated Math 2* Dual Language	Acad Integrated Math 3*	AP Gov/AP Mac
Business for Innovators	Business for Entrepreneurs*	INCubatoredu™	ACCELeratoredu™

*Future Proposal

Academy Transition

2025-2026 **LEAD** Leadership, Entrepreneurship, Action, and Design

Freshman	Sophomore	Junior	Senior
LEAD Launch	LEAD Discover*	World Issues/Business Law* Dual Language	+Social Impact* or Elective
Acad ELA 1 ALE 1	Acad ELA 2 ALE 2 or AP Span Lang	Acad ELA 3 or AP Lang/Comp ALE 2 or DC Spanish	ELA 4 or AP Lit/Comp or DC Eng 101/102 AP Spanish Lit or DC Spanish or Latinx/a/o
Acad Integrated Math 1* Dual Language	Acad Integrated Math 2* Dual Language	Acad Integrated Math 3*	Math or AP Math Or DC Math
Business for Innovators	Business for Entrepreneurs*	INCubatoredu™	+ACCEleratoredu™ or Elective

+Social Impact or ACCEleratoredu™

*Future Proposal

Recommendations:

The Streamwood High School Magnet Academy Curriculum Committee recommends approval and adoption of the:

- Business for Innovators Course
- LEAD Launch Course

Which are both to be offered in the fall of 2022 for the LEAD Magnet Academy Freshman class.

A photograph of a diverse group of young students in a classroom. Several boys are visible, some wearing red polo shirts and others in blue or grey shirts. Many of the students have their hands raised, indicating they want to ask a question or answer. The text "Questions?/¿Preguntas?" is overlaid in the center of the image in a large, white, sans-serif font. The background shows a typical classroom setting with a black chair and some equipment.

Questions?/¿Preguntas?