



SCHOOL BOARD VISION AND PRIORITIES

Guiding Document

Updated August 2026

[Original Vision & Priorities– April 26, 2021](#)

[Changes made on October 10, 2023](#)

[Vision & Priorities– October 2023-July 2026.](#)

Equity & Inclusion
Equity and inclusion needs to be part of the fabric of who we are and everything we do. Equity and inclusion also need to be key components for employees 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. ◦ INCLUSION: Safe; belonging; valued; deserving of high expectations
Thoughts and Supporting Documents • Policy 102A • Board equity and inclusion statement • The enrollment in our most challenging courses should be representative of the diversity in our student body.
Desired Actions • Continue to use the IDI - Intercultural Development Inventory and action plan with leaders across the district as a means of measuring cultural competence. • Continue to increase diversity of employees working in ISD 720 ◦ Continue to develop as an employer that high quality candidates with diverse backgrounds seek employment. • Continue to develop and fully implement high quality Achievement & Integration plans that positively impact student performance. • In partnership with the Native American Parent Advisory Committee and our school district leaders of American Indian Education continue to develop and fully implement high quality initiatives that positively impact student performance.

Student Learning Performance

Student Learning

- Student growth is the critical performance outcome from student learning
- Exceeding 'expected outcomes'
 - Students currently below standard should make more than one year's growth in one year's time
- Different types of learning should engender use of different strategies, learning experiences, and forms of assessment
- Assessment and high quality learning work in concert
- Each and every student can and will learn
 - Focus on unique learners
 - This focus results in better outcomes for the unique learners and for all learners

Authentic/Genuine Learning Whenever Possible

- We 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.
- Emotional intelligence is a key component of genuine learning
- Continuous reimagining of the Academies of Shakopee
 - 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
 - Comprehensive Literacy Framework
- Continued adoption and implementation of specific philosophy and practices recognizing the unique developmental and learning needs of early learners (Birth to age 5)
- Continued adoption and implementation of specific philosophy and practices recognizing the unique developmental and learning needs of students in alternative programs (Tokata Learning Center, middle school alternative learning)

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

Desired Actions

Preschool and Elementary

- Must build strong foundations of literacy and numeracy for each and every learner
- Comprehensive Literacy Framework
 - Universal focus on early discovery of 'characteristics of Dyslexia' followed by timely and high quality literacy development interventions

Secondary

- **Assessment for Learning** (*Seven Strategies of Assessment of Learning*)
 - Fully implemented by the start of the 2027-28 school year
 - Precision in measuring student learning growth and performance
 - Elimination of data that is not explicitly part of academic learning

All Learners

- Data informed instruction is an integral part of Tier One learning
 - Continued implementation of a high quality Multi-Tiered System of Supports (MTSS)

- FastBridge Assessments
- Development and implementation of NextPath as system of data management
- Continue to build out a high quality system and cycle of curriculum adoption and implementation

Operations

Financial Sustainability & District Alignment

Definition

Financial Sustainability means to determine the desired structural budget for the district, offer reasonable class sizes, improve pay for teachers and support staff towards the mid-range of comparable districts, and create a path to meeting the unassigned fund balance target in Policy 714.

District Alignment means to support the alignment of systems that support the vision of the School Board (Equity & Inclusion, Student Learning Performance, Instructional Framework, Six Pillars from previous strategic plan, and Financial Sustainability).

Targets/Goals

- The School Board will work to sustain reasonable class size targets (reasonable class sizes = average in ECSU annual report on class sizes).
 - The School Board reaffirms the goal to sustain the unassigned fund balance requirements as outlined in School Board Policy 714 Fund Balances.
 - 8-12%
 - The School Board will define and propose targets to compensate (salary and benefits) teachers and support staff in the mid-range of comparable districts
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- Commitment to implement and align systems to maximize the impact and financial efficiency of our finite resources (Equity & Inclusion, Student Learning Performance, and Operations)

Safety & Security

- Continue to provide high quality guidance for school event management.
- Provide expert guidance for the implementation and ongoing operation of Saber Connection (school age care).
- Lead a renewed focus and update protocols and expectation for rental event management.

Facilities (Buildings and Outdoor Spaces)

- Continue to professionally manage LTFM and other revenue used for the maintenance and improvements of our district's facilities and spaces.
- Launch the building of comprehensive future planning for buildings and outdoor spaces.

School Board Community Engagement

- Continue to enhance the impact of the Community Engagement Committee.
- Implement and successfully manage the School Board Participation Calendar.
- Continue to conduct a high quality annual Community Conversation.

Community Education

- Continue to enhance and improve Community Education programming.
- Implement the changes for Pearson Early Learning Center (PELC) Programming that result from the completion of the PELC Work Group and subsequent School Board approval of the directives suggested by this group.

- Successful implementation and operation of a district-run School Age Care program (Saber Connection).

Co-curricular Activities and Athletics

- Continue to analyze and implement changes needed to the current structures of cooperatively providing athletics and activities for students in our district– Ie. School teams, Community Education activities, Youth Association offerings.
- Refine and implement an improved Coach/Advisor evaluation process.
- Better define credible feedback and the opportunities for various forms of feedback in regards to activities and athletics.
- Enhance the consistent understanding of participant expectations for activities and athletics.

Aligned Visions

- Each Leadership Team (Department) and School Building shall establish and communicate a high quality vision for their team that is aligned with the School Board Vision & Priorities and the district's Compelling Vision.

Employee Growth and Development

- Continue to refine the process and genuine application of the Teacher Development and Evaluation system (including the professional skills of the evaluators).
- Continue to refine the process and genuine application of the Principal Development and Evaluation system.
- Conduct a comprehensive analysis of the process and protocols across the district by which employees may share their concerns and solution-oriented ideas for improvement.
- Review, update and better communicate the *Characteristics of a Shakopee Employee*.