

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and the federal No Child Left Behind Act and are aligned with creating the World's Best Workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the World's Best Workforce in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
 - 1. student performance on the National Association of Education Progress;
 - 2. the size of the academic achievement gap by student subgroup;
 - 3. student performance on the Minnesota Comprehensive Assessments;
 - 4. high school graduation rates; and
 - 5. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school;

and have all students graduate from high school.

IV. STRATEGIC PLAN

- A. The Board of Education, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;
 2. a process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
 4. strategies for improving instruction, curriculum, and student achievement;
 5. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
 6. an annual budget for continuing to implement the school district plan.
- B. School district, school site goals, and educator goals shall meet the following criteria:
1. Align to the ISD 194 Lakeville Area Public Schools official Mission, Vision, Core Values and Driving Principles
 2. Align to the four categories of Academic Achievement, Community Connectedness
Fiscal Responsibility, and High Quality Workforce
 3. Use the SMART goal criteria to meet the needed specificity
 4. Utilize leading indicators to monitor progress throughout the school year.
- C. Each school site shall annually create their Site Continuous Improvement Plan which contains the following components:
1. Reading Improvement goal

2. Math Improvement goal
 3. Achievement gap goal in reading
 4. Achievement gap goal in math
 5. Stakeholder goals for students, staff and parents
 6. Aligned professional development plan to assist staff in meeting each of the goals
- D. School district and site goals should prepare students with these future ready skills:
1. Foundational literacies to assist students in applying core skills to everyday tasks
 - a. Literacy,
 - b. Numeracy,
 - c. Scientific Literacy,
 - d. Digital Literacy,
 - e. Financial Literacy, and
 - f. Cultural/Civic Literacy
 2. Competencies to assist students in approaching complex problems
 - a. Critical thinking,
 - b. Creativity,
 - c. Communication, and
 - d. Collaboration
 3. Character qualities to help students successfully approach their changing environment
 - a. Curiosity
 - b. Initiative
 - c. Persistence/Grit
 - d. Adaptability
 - e. Leadership
 - f. Social/cultural awareness

Legal References: Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
 Minn. Stat. § 120B.11 (School District Process)
 Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
 Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
 Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
 Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
 Minn. Stat. § 123B.147, Subd. 3 (Principals)
 20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
 20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)