

World's Best Workforce

- Board Level Curriculum and Instruction
- December 18, 2013

Overview

- What is the World's Best Workforce legislation?
- What are the World's Best Workforce Plan components?
- What committees must be established and what will their roles be?
- What are the mandated reporting requirements?

Legislation

- “World’s Best Workforce” means striving to:
 - Have all students 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 their more privileged peers as well as students receiving special education services and those that are not.
 - Have all students graduate from high school.
 - Have all students attain college and career preparedness.

Plan Components

- I. Provide clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups.
 - District and school goals and benchmarks are derived after analyzing disaggregated student achievement results and growth data for all grade levels served within the district.
 - Data is disaggregated by student groups including White, Hispanic, Black, Asian/Pacific Islander, American Indian/Alaskan Native, Free/Reduced Price Lunch, Special Education, and Limited English Proficiency.
 - Goals are written in SMART goal format (specific, measureable, attainable, results-focused, and time-bound) goals.

Plan Components – I. Continued

- Closing the achievement gap.
- All students ready for kindergarten.
- All students in third grade achieving grade level literacy.
- All students attaining career and college readiness before graduating from high school.
- All students graduating from high school.

ISD 199 Plan Components

- What does ISD 199 have that fulfills the requirements of this component?
 - SMART Goals
 - District Proficiency Targets
 - District Literacy Plan
 - Early Literacy Plan
 - Integration Plan
 - Multi-Tiered Systems of Support (MTSS) Plan

Plan Components

- II. Provide specific information on 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.
 - A system ensuring curriculum, instruction and assessment is aligned with state and local academic standards is documented and professional development is in place to ensure all educators utilize a standards-based education system to ensure ALL students meet or exceed career- and college-ready standards.
 - Information gathered via the assessments is disaggregated by student groups to determine the extend to which the district is closing the achievement gap.
 - Strengths and weaknesses of instruction are regularly assessed through a student progress monitoring process and staff is skilled in adjusting instruction as needed to promote student and school success.

ISD 199 Plan Components

- What does ISD 199 have that fulfills the requirements of this component?
 - Eclipse Curriculum Mapping
 - Vertical Team Meetings
 - Professional Learning Community (PLC) Process
 - District Staff Development Plan
 - Integration Plan
 - District Assessment Plan
 - MTSS

Plan Components

- III. Describe the system in place to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, building principal evaluations and teacher evaluations.
 - Effective forms of teacher collaboration are in place such as Professional Learning Teams (PLCs) that are effective and use data to regularly review and evaluate the effectiveness of instruction and curriculum and alignment with the state academic standards at all grade levels.
 - A teacher evaluation system is in place (as evidenced by an established agreement between local union and school board) that includes a rubric defining effective instruction and the professional standards the district used to develop the system.
 - A system of continuous improvement is in place to review and evaluate effectiveness of instruction and curriculum taking into account implementation of an instructional program using well-defined practices and strategies.

ISD 199 Plan Components

- What does ISD 199 have that fulfills the requirements of this component?
 - PLC Process
 - Vertical Team Meetings
 - Principal Evaluation Plan
 - Teacher Evaluation Plan (in progress)
 - iObservation Evaluation System of Educator Effectiveness
 - SMART Goals
 - Continuous Improvement Process

Plan Components

- IV. Provide specific information on strategies for improving instruction, curriculum, and student achievement.
 - A comprehensive professional development plan for all educators is in place that clearly outlines selection criteria and essential functions expected of staff along with the goal of educating ALL of Minnesota's students to graduate from high school career and college ready in order to create the world's best workforce.
 - A comprehensive professional development plan that reflects best practice is in place to ensure professional growth opportunities are specific to the content required in order to meet the goals and benchmarks outline in the WBWF Plan.

Plan Components – IV. Continued

- A comprehensive professional development plan that reflects best practice is in place that clearly outlines opportunities for ongoing coaching to continue to ensure effective implementation of instructional practices and curriculum aligned to state academic standards.
- A comprehensive plan for professional development is in place to ensure that staff are effective in providing instruction that ensures:
 - All students ready for kindergarten
 - Closing the achievement gap
 - All students in third grade achieving grade level literacy
 - All students attaining career and college readiness before graduating from high school
 - All students graduating from high school

ISD 199 Plan Components

- What does ISD 199 have that fulfills the requirements of this component?
 - District Staff Development Plan
 - Instructional Coaching
 - Principal Evaluation Plan
 - Teacher Evaluation Plan
 - College and Career Benchmarks (6-9)
 - Naviance
 - Ramp up to Readiness
 - Early Literacy Plan
 - District Literacy Plan

Plan Components

- V. Description of 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.
- A system that aligns curriculum, instruction and assessment to state academic standards is documented and professional development is in place so all educators utilize a standards-based education system to ensure students meet or exceed career- and college-ready standards.

ISD 199 Plan Components

- What does ISD 199 have that fulfills the requirements of this component?
 - Eclipse Curriculum Mapping
 - PLC Process
 - District Staff Development Plan
 - District Technology Plan
 - Vertical Team Meetings
 - District Proficiency Targets

Plan Components

- VI. Each school district shall periodically survey affected constituencies about their connection to and the level of satisfaction with school. The district shall include the results of this evaluation in the summary report.
- Intentional efforts to gather input from representative stakeholders (including those who may be difficult to contact) are made.
- Results of satisfaction surveys are disseminated broadly and used to inform celebration of strengths challenges and resulting actions including educational improvements.

ISD 199 Plan Components

- What does ISD 199 have that fulfills the requirements of this component?
 - Title I Parent Survey
 - 5 Essentials Survey
 - Students
 - Staff
 - 5 Essentials Survey
 - Parents (In Progress)

Committees and Roles

- I. Each school board shall establish a district advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state academic standards.
- The district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include teachers parents, support staff, students and other community residents.
- Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.

ISD 199 Committees and Roles

- How will ISD 199 establish an appropriate committee?
 - District Leadership and Teachers (1/3 of committee)
 - Inver Hills Community College Representative
 - Dakota County Technical College Representative
 - Business Owners who are Members of Chamber of Commerce
 - Parents from Early Learning Advisory Council and Parents from Each School Site (with proportioned demographics)
 - College and Career Readiness Coach
 - AVID students from IGHMS and Simley

Reporting Requirements

- I. The school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website.
- Accessibility needs of your community stakeholders such as language/translation, readability, visual content usage, clarity and language usage are considered and incorporated into the published report.

ISD 199 Reports

- What does ISD 199 have that fulfills the requirements of reporting?
 - Annual Report on Curriculum and Instruction
 - Integration Plan
 - District Literacy Plan
 - Teacher and Principal Evaluation Plan

Reporting Requirements

- II. The school board shall hold an annual public meeting to:
 - Review and revise where appropriate, student achievement goals, local assessment outcomes, plans strategies, and practices for improving curriculum and instruction.
 - Review district success in achieving the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce.
 - Accessibility needs of your community stakeholders such as language/translation, readability, visual content usage, clarity and language usage are considered and incorporated into the plan and report.

ISD 199 Reports

- What does ISD 199 have that fulfills the requirements of reporting?
- The first public hearing will be scheduled for fall 2014
- The report will focus on this year's SMART goals and progress made in achieving those

Reporting Requirements

- III. The school board must transmit an electronic summary of its report to the commissioner of the Minnesota Department of Education.
- The summary is due by October 1, 2014.
- More information on plan submission will be provided throughout this school year.