

**Overview and Expanded Checklist for  
District Strategic Plan to Support Teaching and Learning Aligned with  
Creating the World's Best Workforce**

**Effective Date.** Effective for the 2013-2014 school year and later.

In accordance with Minnesota Statutes 2013, section 120B.11, a school board, 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.

Minnesota schools strive to provide the best educational opportunities for all children. Providing an education to Minnesota youth that leads to creating the world's best workforce is a goal that must be addressed early on in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; graduate from high school and attain career and college readiness. In order to create the world's best workforce, it is imperative that academic achievement gaps are closed among all racial and ethnic groups of students and between students living in poverty and not living in poverty as well as for English language learners and non-English language learners and for students who receive or do not receive special education. The comprehensive strategic plan that districts create is intended to serve as a foundational document to align educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to post high school graduation. Districts should consider and use existing plans, documents and strategies that may already be in place and/or are required by the Minnesota Department of Education (MDE), such as the Title I Plan, School Improvement Plans; School Readiness Program Plan; Local Literacy Plan; Student Transition Plan to College and Career Readiness; Plan for Educator Effectiveness, Q Comp, Alternative Delivery of Specialized Instructional Services, Continuous Improvement Monitoring Progress Plan, Integration Plan. This district level strategic plan should illustrate how the various existing district plans fit together and serve as a blueprint to create a quality workforce equipped with necessary skills for the 21<sup>st</sup> century.

**World's Best Workforce District Plan**

As written in Minnesota Statutes 2013, section 120B.11, (from here forward referred to as the "World's Best Workforce Plan" or "WBWF Plan") the district's strategic plan must include:

- (1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);
- (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, school principal evaluations and teacher evaluations;
- (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 district plan.

### **World's Best Workforce District Report**

The school board must 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, and to review district success in realizing the previously adopted student achievement goals and related benchmarks in the *comprehensive district wide strategic plan leading to the World's Best Workforce*.

In addition, the school board must publish a *public report* in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website. The school board must also transmit an *electronic summary of its report* to the MDE Commissioner of Education in the form and manner the commissioner determines.

### **MDE Annual Evaluation**

The MDE Commissioner of Education must collaborate with districts to identify effective targeted strategies, practices, and use of resources by districts and school sites in striving for the world's best workforce. The commissioner must assist districts and sites throughout the state in implementing these effective strategies, practices, and use of resources. The commissioner must identify those districts in any consecutive three-year period not making sufficient progress on goals toward improving teaching and learning and striving for the world's best workforce.

### **World's Best Workforce Checklist**

The checklist included in this document is a tool for Minnesota school districts to use when preparing to develop public local strategic plans that strive to create the world's best workforce.

**Part I:** Provides an overview of minimum requirements of the World's Best Workforce plan components for easy reference.

**Part II:** Lists plan components specified in Minnesota Statutes, section 120B.11, with examples and suggestions that reflect best practice. This section includes suggested *Existing District Resources or Plans* that may already include relevant information, and bulleted *questions and quality practices* that may be of assistance in developing the WBWF Plan.

*For more information, or if you have questions about this requirement, contact Steve Dibb at [steve.dibb@state.mn.us](mailto:steve.dibb@state.mn.us).*

## **PART I: OVERVIEW OF LOCAL WORLD'S BEST WORKFORCE PLAN REQUIREMENTS**

The district public strategic plan referred to as “the World’s Best Workforce Plan” includes, at a minimum, the following items consistent with Minnesota Statutes, section 120B.11:

### **Performance Measures**

\_\_\_\_\_ Measures to determine school district and school site progress in striving to create the world's best workforce; specifically progress towards:

- \_\_\_\_\_ closing the identified achievement gap(s) in the district
- \_\_\_\_\_ 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

\_\_\_\_\_ Measures to assess progress must include at least:

- (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 section 120B.30, subdivision 1.

Note: Other relevant local standardized assessments may be used to supplement measures listed above (e.g., assessments used to determine kindergarten readiness or achievement in grades K-2).

### **District Plan Components and Activities**

\_\_\_\_\_ Clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);

\_\_\_\_\_ 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;

\_\_\_\_\_ Description of a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations and teacher evaluations;

\_\_\_\_\_ Specific information on strategies for improving instruction, curriculum, and student achievement;

- \_\_\_\_\_ Description of education effectiveness practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
- \_\_\_\_\_ An annual budget for sustaining implementation of the district plan.

### **District Reporting Requirements**

- \_\_\_\_\_ 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.

*Public report to be titled: District Number, District Name Local World's Best Workforce Plan will be prominently displayed on the district's official Web page and contain all required elements listed consistent with Minnesota Statutes, section 120B.11, in a manner that is accessible and relevant.*

- \_\_\_\_\_ 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.

- \_\_\_\_\_ The school board must transmit an electronic summary of its report to the Commissioner of the Minnesota Department of Education each fall.

Summary report to be titled: District Number, *District Name* Local World's Best Workforce Summary Report, submitted in a manner that is accessible and relevant by October 1, 2014.

- \_\_\_\_\_ Each school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The district shall include the results of these surveys in the summary report.

### **Committees and Roles (District Advisory Committee and School Site Teams)**

- \_\_\_\_\_ 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 and local 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.

- \_\_\_\_\_ The district advisory committee shall provide recommendations to the school board regarding rigorous academic standards, student achievement goals and

measures consistent with subdivision 1a and sections 120B.022, subdivision 1, paragraphs (b) and (c), and 120B.35, district assessments, program evaluations.

\_\_\_\_\_ The district may establish school site teams as subcommittees of the district advisory committee.

\_\_\_\_\_ A school may establish a school site team to develop and implement strategies and evidence-based practices to improve instruction, curriculum, and student achievement at the school site.

\_\_\_\_\_ The school site team may advise the board and the district advisory committee about developing the annual budget and revising the school site improvement plan that aligns curriculum, assessment of student progress and growth in meeting state and local academic standards and instruction.

## **PART II: PLAN COMPONENTS SPECIFIED IN MINNESOTA STATUTES, SECTION 120B.11, WITH SUGGESTIONS AND EXAMPLES THAT REFLECT BEST PRACTICE**

Part II outlines plan components specified in Minnesota Statutes, section 120B.11, aligned with examples and suggestions that reflect best practice. This section includes suggested *Existing District Resources or Plans* that may already include relevant information, and bulleted questions and quality practices that may be of assistance in developing the WBWF plan. Districts are not required to respond to the questions and statements, but are encouraged to use this section as a guide to provide helpful direction as needed.

### **District Plan Components and Activities**

\_\_\_\_\_ **Provide clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups.**

*Existing District Resources and Plans may include: Q Comp Plan; Alternative Delivery of Specialized Instructional Services (ADSIS); School Improvement Plan (SIP), Integration Plan, Educator Effectiveness Plan, District integration Plan, District Staff Development Plan, Continuous Improvement Monitoring Process (CIMP) Plan*

*Statement may be informed by the following questions and use of the following quality practices:*

- Question: How are district and school site student achievement goals determined and defined?
- A needs assessment is conducted that includes gathering, documenting, reviewing and synthesizing data, to provide a basis and rationale for the district and school goals and benchmarks for instruction and achievement that are selected for the WBWF Plan.
- 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, measurable, attainable, results-focused, and time-bound) goals.
- Goals and benchmarks are focused on progress from pre-K to postsecondary including:
  - 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
- Current practices including effectiveness of core instruction for all student groups are analyzed, and especially for those students who are not meeting grade level objectives.
- Current practices and supports that have demonstrated success/data leading to improved results for groups of students are analyzed.

**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.**

*Existing District Resources and Plans may include: Standards-Based Education Plan or Documents; Plan for Student's Successful Transition and Assessments; Read Well By Third Grade Literacy Plan; Title I Plan; School Improvement Plan, Student Advisory or Career Counseling Plan, Advanced Course Offerings (e.g., IB, PSEO, AP), Student Support Programming (e.g., Alternative Learning Programs, Targeted Services), Continuous Improvement Progress Monitoring (CIMP) Plan; Plan for Educator Effectiveness.*

*Statement may be best informed by the following questions and use of the following quality practices.*

- Question: What process is used for assessing and evaluating student progress towards meeting state and local academic standards?
- Question: How are strengths and weaknesses of instruction assessed with respect to students' progress and growth towards career and college readiness?
- 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.
- Measures used to assess and evaluate student progress toward state and local academic standards are described, along with timelines, process for reviewing data, and identifying strengths and weaknesses in each of the following areas.
  - 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

- Information gathered via the assessments is disaggregated by student groups to determine the extent 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.

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**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.**

*Existing District Resources and Plans may include: Effective Principal Evaluation Plan; Plan for Educator Effectiveness; Professional Development Plans, Q Comp Plan, Curriculum Alignment to State and Academic Standards*

*Statement may be best informed by the following questions and use of the following quality practices.*

- Question: How are strategies and best practices used to evaluate the effectiveness of instruction and alignment to the curriculum?
- Question: How is curriculum aligned to state and local academic standards and how is it ensured that instruction reflects that alignment?
- Question: How are student outcomes used to periodically review and evaluate the effectiveness of instruction and curriculum?
- Question: How are principal and educator evaluation systems linked to effectiveness of instruction and curriculum?
- Question: How are results of evaluations used to inform professional development and ongoing coaching?
- Effective forms of teacher collaboration are in place such as Professional Learning Teams (PLTs) 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 is in place where feedback on instruction from trained summative evaluators is provided on a regular basis to reflect on and improve teacher strategies and practices tied to student outcomes.
- 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.

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**Provide specific information on strategies for improving instruction, curriculum, and student achievement.**

*Existing District Resources may include: Effective Principal Evaluation Plan; Plan for Educator Effectiveness; Professional Development Plans, K-12 Curriculum Articulation Plan, District Integration Plan, Q Comp Plan.*

*Statement may be best informed by the following questions and use of the following quality practices.*

- Question: What are the targeted strategies for improving instruction, curriculum and student achievement?
- Question: How are plans for professional development informed by student outcome data and implementation data (assessments of effort and quality)?
- 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 outlined in the WBWF Plan.
- 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

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**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**

*Existing District Resources and Plans may include: Effective Principal Evaluation Plan; Plan for Educator Effectiveness; Professional Development Plans, District Integration Plan, Q Comp Plan.*

*Statement may be best informed by the following questions and use of the following quality practices.*

- 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.
- Question: What processes are in place for review of instructional practices in the classroom?
- Question: How does the district ensure that instructional technology is utilized effectively to develop students' skills?
- Question: What forms of educator collaboration are in place to ensure teachers and principals engage in professional reflective practice?

\_\_\_\_\_ **Each school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The district shall include the results of this evaluation in the summary report.**

- Constituencies may include students, parents, community members, school staff and others relevant to the school community.
- Assessments of satisfaction are geared specifically to the intended audience and modified as needed (e.g., language translated, accessible format).
- A procedure for constituents to review survey items for relevance and clarity prior to distribution of the survey is in place.
- 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.

### **Committees and Roles (District Advisory Committee and School Site Teams)**

\_\_\_\_\_ **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.**

*Statement may be best informed by the following questions and use of the following quality practices.*

- Committee members are engaged in reciprocal feedback loops regarding planning and improving the instruction and curriculum affecting state academic standards.
- Committee members understand the role they play on the committee and their perspective is actively encouraged and participation is reinforced.

- Agendas are determined ahead of time, meetings are scheduled at times that are conducive to good attendance, notes are taken and distributed at each district advisory committee meeting, and sufficient time is allotted to meeting agendas.
- A communication plan is established to convey relevant updates and solicit feedback from key stakeholders.
- Content of meetings consists of reviewing reports, outcome and implementation data, existing district plans, stakeholder feedback and other information that can effectively inform the work of the committee—that is to participate in the planning and improving instruction and curriculum affecting state standards with the intended outcome of closing the achievement gap, and creating the world's best workforce.

\_\_\_\_\_ **The district advisory committee shall make recommendations to the school board regarding rigorous academic standards, student achievement goals and measures consistent with subdivision 1a and sections 120B.022, subdivision 1, paragraphs (b) and (c), and 120B.35, district assessments, program evaluations.**

*Statement may be best informed by the following questions and use of the following quality practices:*

- Recommendations are transparent and understood by all members of the district advisory committee.

\_\_\_\_\_ **The district may establish school site teams as subcommittees of the district advisory committee.**

\_\_\_\_\_ A school may establish a school site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum and student achievement at the school site.

\_\_\_\_\_ The school site team may advise the board and the district advisory committee about developing the annual budget and revising an instruction and curriculum improvement plan that aligns curriculum, assessment of student progress and growth in meeting state academic standards and instruction.

*Statement may be best informed by the following questions and use of the following quality practices.*

- Question: How do site student achievement goals; professional development, structures and activities; classroom instruction; program and course offerings and articulation of the academic standards with the curriculum align with the district's plan?
- Question: How is the district plan communicated to the school site team?
- Question: What communication and feedback loops are in place so that practices are enhanced by district policy, and so that district policy is informed by practice at the site or classroom level?
- Members on the site team understand the role they play on the committee and their perspective is actively encouraged and participation is reinforced.

- Agendas are determined ahead of time, meetings are scheduled at times that are conducive to good attendance, notes are taken and distributed at each site meeting, and sufficient time is allotted to meeting agendas.
- A communication plan is established to convey relevant updates and solicit feedback from key stakeholders.
- Content of meetings consists of reviewing reports, outcome and implementation data, existing district plans, feedback and other information that can effectively inform the work of the committee—that is to participate in the planning and improving instruction and curriculum affecting state standards with the intended outcome of closing the achievement gap and creating the world's best workforce.

## District Reporting Requirements

\_\_\_\_\_ **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.**

*Statement may be best informed by the following questions and use of the following quality practices.*

- Public report to be titled: District Number, *District Name* Local World's Best Workforce Plan will be prominently displayed on the district's official Web page and contain all required elements listed consistent with Minnesota Statutes, section 120B.11 in a manner that is accessible and relevant.
- The World's Best Workforce plan and report is approved by the district school board prior to posting and updates are provided at predetermined intervals throughout the year as needed.
- 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.

\_\_\_\_\_ **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.**

*Statement may be best informed by the following questions and use of the following quality practices.*

- 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.
- Key messages are prioritized, highlighted and tailored to the relevant audiences.
- Feedback from key constituents is gathered before posting the report.

- A functional ongoing mechanism for gathering stakeholder feedback and providing updates publicly throughout the year is established so that the report is not the only source of information.

\_\_\_\_\_ **The school board must transmit an electronic summary of its report to the commissioner of the Minnesota Department of Education.**

- Summary report to be titled: District Number, *District Name* Local World's Best Workforce Summary Report, submitted in a manner that is accessible and relevant by October 1, 2014.

***Note: More specific information on submitting the summary report will be distributed to superintendents during the 2013 – 2014 school year.***

*Statement may be best informed by the following questions and use of the following quality practices.*

- Summary report includes a summary of progress toward improving teaching and learning and striving for the world's best workforce; specifically progress towards 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.
- Summary report highlights information about best practice strategies that are being implemented and that are showing evidence of impacting closing the achievement gaps and working towards creating the world's best workforce in Minnesota.