

FIT Academy

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the FIT Academy (FIT) that encompass the Minnesota Graduation Standards and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of FIT is to establish the "world's best workforce" in which all learning in FIT should be directed and for which all FIT 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 FIT 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 FIT academic standards and graduation requirements including applied and experiential learning.
- E.** "Performance measures" are measures to determine FIT progress in striving to create the world's best workforce and must include at least the following:
 - 1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other statutorily recognized rigorous courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1. (Statewide Testing).

- 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.
- G.** “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A.** The FIT Board of Directors, 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 FIT 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 to assess and evaluate each student’s progress toward meeting state and FIT academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, adopt early-admission procedures consistent with section 120B.15, and identify the strengths and weaknesses of instruction in pursuit of student and FIT 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, director evaluations under Minn. Stat. § 123B.147, Subd. 3, students’ access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under section 120B.35, Subd. 3, paragraph (b), clause (2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners, if applicable;
 5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
 6. 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;
 7. an annual budget for continuing to implement FIT’s plan.

- B.** District advisory committee. The BOD shall establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and FIT academic standards. The advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable.
- C.** Site team. Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction. If the district has just a single school, the Site Team and the Advisory Committee may be the same entity.
- D.** FIT goals shall include the following:
1. All FIT students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:
 - a. reading, writing, speaking, listening, and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
 2. Each FIT student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.

3. FIT students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. FIT practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
 - a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
5. FIT students will be given the opportunity to acquire human relations skills necessary to:
 - a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.

V. REPORTING

- A.** The BOD shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district Web site. The BOD 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 and cultural competency, and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The BOD must transmit an electronic summary of its report to the commissioner in the form and manner the commissioner determines.
- B.** The BOD shall periodically survey affected constituencies, in their native languages where appropriate and practicable, about their connection to and level of satisfaction with school.

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.15 (Gifted and Talented Students Programs)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)

Approved: April 12, 2017
Revised: _____

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)

Cross References

FIT Policy 104 (School District Mission Statement)
FIT Policy 613 (Graduation Requirements)
FIT Policy 614 (School District Testing Plan and Procedure)
FIT Policy 615 (Testing Accommodations, Modifications, and
Exemptions for IEPs, Section 504 Plans, and LEP Students)
FIT Policy 616 (School District System Accountability)
FIT Policy 618 (Assessment of Student Achievement)