

Adopted: 8-8-17

Revised: _____

Reviewed: 11-13-18

LAFAYETTE CHARTER SCHOOL POLICY No. 6.12

WORLD'S BEST WORKFORCE

I. PURPOSE

The purpose of this policy is to provide a framework to enable the school's administration, in cooperation with parents, teachers and community members, can adopt and implement a plan as required by the "World's Best Workforce" legislation.

II. POLICY STATEMENT

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. 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 Lafayette Charter School creates, will help ensure that all students reach identified outcomes.

III. REQUIREMENTS OF THE WORLD'S BEST WORFORCE PLAN

A. Five Goal Areas

The administration of Lafayette Charter School will develop and present to the Board for its review and approval a plan that addresses the following three goals:

1. All children are ready to start kindergarten.
2. All third-graders can read at grade level.
3. All racial and economic achievement gaps between students are closed

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B. Required Components

The plan must be designed to support and improve teaching and learning that is aligned to the World's Best Workforce requirements. The plan must include the following components:

1. Clearly defined student achievement goals and benchmarks for instruction and student achievement for:
 - a. economically disadvantaged students, including specifically students eligible to receive free or reduced-price lunch;
 - b. students from major racial and ethnic groups;
 - c. students with disabilities;
 - d. English learners under Minn. Stat. section 124D.59;
 - e. other student categories as determined by the total Minnesota population at or above the 1,000-person threshold based on the most recent decennial census, including refugee status; immigrant; and all students who are currently or were previously in foster care, except that such disaggregation and cross tabulation is not required if the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. A process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early-admission procedures consistent with Minnesota Statutes section 120B.15, 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, 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 Minnesota Statutes section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher evaluations under Minnesota Statutes section 122A.40, subdivision 8, or 122A.41, subdivision 5;

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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;
 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;
 4. 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
 5. Development of valid and reliable tools that can be used to assess Kindergarten readiness.
6. An annual budget so that the plan may be implemented.

C. Measures of Success.

The plan will align curriculum and instruction so that students are college and career ready. The success of each plan will be measured by:

1. Reduction of the academic achievement gap by student subgroup;
2. Student performance on the MN Comprehensive Assessments;
3. College and career readiness under Minnesota Statutes section 120B.30 subdivision 1.

D. Adoption of Plan and Review of the Plan.

1. Adoption. The Board of Lafayette Charter School will adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the World's Best Workforce.
2. Review of the Plan. The Board of Lafayette Charter School will 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 the school's success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the World's Best Workforce. In addition, future plans for continuous improvement will be shared.

E. Publication and Dissemination of Plan.

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The Board of Lafayette Charter School will publish a report in the local newspaper with the largest circulation in the areas served by its students, by mail, or by electronic means on the school's website. The public report will be entitled: "4050 Lafayette Charter School Local World's Best Workforce Plan" will be prominently displayed on the school'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 Board will transmit an electronic summary of its report to the Commissioner of the Minnesota Department of Education each fall.

F. Survey.

Administration shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The Board shall include the results of these surveys in the summary report.

IV. DEVELOPMENT OF THE PLAN.

A. District Advisory Committee ("DAC").

1. Role.

Administration shall establish a "District Advisory Committee/ Site Committee" to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and local academic standards. The DAC shall recommend to the Board of Lafayette Charter School rigorous academic standards, student achievement goals and measures consistent with subdivision 1a and Minnesota Statutes sections 120B.022, subdivisions 1a and 1b, and 120B.35, district assessments, means to improve students' equitable access to effective and more diverse teachers, and program evaluations.

2. DAC Composition.

The committee, to the extent possible, shall reflect the diversity of Lafayette Charter School 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 the DAC membership.

C. Site Team.

Administration shall establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, and cultural

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competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site, consistent with subdivision 2. 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 DAC 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 local academic standards and instruction.

Legal References: Minn. Stat. §124E.01 *et seq.* (Charter Schools)
Minn. Stat. §120B.11 (World’s Best Workforce)
Minn. Stat. §120B. 15 (Gifted and Talented)
Minn. Stat. §120B.30 (Statewide Testing and Reporting System).
Minn. Stat. §120B.35 (Student Academic Achievement and Growth)
Minn. Stat. §124D.59 (English Language Learner Definitions)

Every Student Succeeds Act (Public Law 114–95)

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