

*Orig. 1995*  
*Rev. 2006*  
*Rev. 2014*  
*Rev. June 2025*  
*Mandatory*

## **601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS**

### **I. PURPOSE**

The purpose of this policy is to establish broad curriculum and assessment parameters for the school district that ensure the integration of the Minnesota Graduation Standards and federal mandates to provide a range of rigorous opportunities that prepare students with the knowledge and skills to meet the success metrics of a high performing learning profile.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to establish a high performing learner profile for each student that encompasses foundational to progressively rigorous knowledge and skills defined by academic and civic preparation standards and directed through effective curriculum implementation for which all students, educators, and schools should be held accountable.

### **III. DEFINITIONS**

- A. “Academic standard” means a summary description of the knowledge, skills, and contexts in which students apply their learning in a required content area or elective content area.
- B. “Benchmarks” means the specific representation of the nuanced knowledge and skills that demonstrate progression towards and beyond academic standards typically indicating grade level or grade band alignment.
- C. “Curriculum” means district or school adopted programs, resources, scopes of teaching and learning, and written plans that provide students with a range of experiential

opportunities that lead to the establishment of high performance learner profiles indicated by expanded knowledge, career, college, and civic readiness skills which transfer to cross-contextual application.

- D. “Instruction” means the pedagogies of planned facilitation of experiential learning to be applied according to state academic standards, graduation requirements and diverse real-world contexts
- E. “Cultural relevance” means considering and respecting diverse backgrounds while engaging equitable systems that encourage cross contextual integration for real world application.
- F. “Experiential learning” means engaging students in practical experiences in all course work that is standards aligned, maintains rigor, is relevant to student learning, and inclusive of background and personal interest that facilitates readiness and civic participation.
- G. “Performance measures” are the metrics of progress according to the district’s comprehensive assessment system aligned to meet standards through a range of approaches across diverse content in striving to develop high performing learner profiles that must include at least the following:
  - 1. student performance on the National Association of Education Progress;
  - 2. A comprehensive set of skills applied in a range of contexts for thinking, communicating, agency and learning, collaboration, and civic participation.
  - 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.
- H. “High performing learner profile” describes students who have acquired a range of standards aligned knowledge and skills. Students are empowered to excel in interdisciplinary application and transfer across diverse audiences, contexts, conditions, and dynamics.

#### **IV. LONG-TERM STRATEGIC PLAN**

A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve instructional effectiveness that is aligned with creating a district that produces high performing learners and includes the following:

- a. clearly defined school district, school site goals, and benchmarks for instruction and student achievement for all student categories identified under the federal mandate and Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b) 2
- b. a process for determining and assessing each student's progress toward meeting proficiency of state and local academic standards and evaluating effective instruction in pursuit of educator, student, and school success in curriculum implementation that affects students' progress and growth toward career and college readiness
- c. a system to regularly study and evaluate the implementation, integrity, and effectiveness of all instruction and curriculum, taking into account pedagogy, 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;
- d. systems for improving instruction, curriculum, and student achievement;
- e. instructional practices that reflect the effective, rigorous, standards based integration of curriculum and technology
- f. a collaborative professional culture that builds the capacity of teachers, develops and supports teacher performance, and facilitates effectiveness
- g. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

- a. All students will be required to demonstrate proficiency in standards based skills to effectively participate in lifelong learning (Appendix A). These skills include the following:
  - i. reading, writing, speaking, listening, and viewing in the English language;
  - ii. mathematical and scientific concepts;

- iii. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
  - iv. creative and critical thinking, decision making, and study skills;
  - v. work readiness skills;
  - vi. global and cultural understanding that values multiple perspectives.
- b. Each student will have the opportunities, be expected to develop, and apply essential knowledge that enables students to:
- i. live as a responsible, productive citizen and contributing community member within local, state, national, and global political, social, and economic systems;
  - ii. bring and integrate multiple perspectives, including historical, to contemporary issues;
  - iii. develop an appreciation and respect for democratic institutions;
  - iv. communicate and relate effectively in languages and with cultures other than the student's own;
  - v. practice stewardship of the land, natural resources, and environment;
  - vi. use a variety of tools and technology integration to gather and use information, enhance learning, solve problems, and increase human productivity.
- c. Students will have the opportunities to enact personal interests using creativity to express ideas and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
- d. Research based instructional practices and curriculum implementation will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- i. establishing and achieving personal and career goals;

- ii. adapting to change;
  - iii. leading a healthy and fulfilling life, both physically and mentally;
  - iv. living a life that will contribute to the well-being of society;
  - v. becoming a self-directed learner;
  - vi. exercising ethical behavior.
- e. Students will experience opportunities that support them in building the human relations skills necessary to:
- a. appreciate, understand, and value 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.

*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. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness.
- 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:*

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

Appendix: A: SANB Success Metrics

Appendix: B: Systemic Alignment

## Appendix A

# Success Metrics

What success looks like at St. Anthony-New Brighton Schools

St. Anthony-New Brighton defines success as a student who has acquired both the *academic skills* and *life skills* to *positively contribute* to *society*. They have a *love for learning* and are able to meet the *social-emotional needs* of themselves and others. A successful student becomes a *thriving citizen*.

### Student Wellness

Students holistically develop an adaptive skill-set that includes empathy, self-advocacy, teamwork, communication, inclusion and interpersonal abilities, and coping skills to thrive in a constantly changing world.

Students are equipped to navigate demands and opportunities they encounter, enabling them to enjoy meaningful, productive, healthy lives.

### Academic Skills & Love of Learning

Students think critically and apply their acquired knowledge and skills to solve problems.

Even when confronted with challenges, students have the capacity, motivation, and persistence to acquire new knowledge and skills, creatively seek out solutions, and confidently take action.

### Positive Contributor & Thriving Citizen

Students understand their brilliance as well as their rights and responsibilities as an individual, and as a member of society.

Students can reflect on the needs of a diverse community, activating their resourcefulness, intellect, and skills to positively and authentically contribute to and serve their community.

### Student Wellness



### Academic Skills & Love of Learning



### Positive Contributor & Thriving Citizen



Scan the QR code to learn how we nurture the brilliance of every child.

St. Anthony New Brighton will provide an inclusive educational environment so each student knows they belong; this will provide students the support they need to be successful.

Appendix B

ST. ANTHONY - NEW BRIGHTON SCHOOLS  
**SYSTEMIC ALIGNMENT**

**OUR PURPOSE**

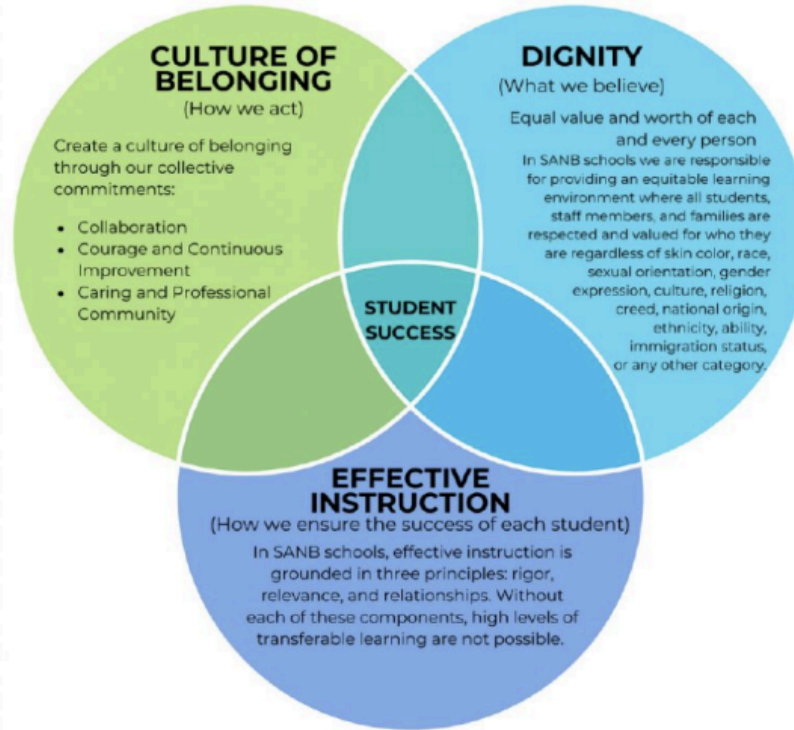
**MISSION**  
 (Why we exist)  
 We educate, prepare, and inspire community of lifelong learners in a small, caring environment.



**VISION**  
 (Where we are going)  
 We are committed to the success of every learner. We engage, inspire, and support each learner through collaboration and innovation.



**OUR WORK**



**HOW WE MEASURE OUR WORK**  
 Student and adult data are collected and analyzed internally by educators and administrators to inform the impact of our work and make any necessary changes.

**OUR OUTCOME**

**STUDENT SUCCESS**  
 (The expected outcome)  
 A successful student is one who has acquired both the *academic skills and life skills* to *positively contribute to society*.  
 They have a *love for learning* and are able to *meet the social-emotional needs of themselves and others*.  
 A successful student becomes a *thriving citizen*.

**HOW WE MEASURE STUDENT SUCCESS**  
 Assessments, surveys, and grade reporting will communicate an individual student's levels of achievement for each of the success elements.