



WORLD'S BEST WORKFORCE



2019 UPDATE

Brooklyn Center Community Schools

6300 Shingle Creek Pkwy, Suite 286
Brooklyn Center, MN 55430
www.BCCS286.org

STRONGER COMMUNITY, EQUITABLE CLASSROOMS, AND LONG-TERM OUTCOMES

Our strategic plan guides us through the specific action steps we take to meet all of our goals in each area of focus in our World's Best Workforce Plan, the district Achievement and Integration Plan, our Title plans, and our school improvement plans. This work is unified into one vision, and focused with a clear purpose and direction. This plan is the update on the progress we are making towards our Strategic Plan and the World's Best Workforce.

In order to close racial and economic gaps, and ensure that all of our children are ready for each stage in their academic career from early learning through college, our strategic plan will focus on strengthening our community, ensuring equitable classrooms, and setting long-term outcomes. We seek to strengthen our collective school community by empowering each and every person to find value in each other's contributions to our community and to the world. Our strategic plan is working to strengthen school environments, foster and enrich respectful classrooms that bolster all forms of student achievement. In our challenging and rapidly changing world, the strategic plan for Brooklyn Center Community Schools will ensure that every student has the necessary education and life skills to choose their path after graduation.

MISSION

The mission of Brooklyn Center Community Schools is to equip every student with the knowledge, life skills, and global perspectives to contribute to society and respond to the needs of an ever-changing world.

OUR FOCUS

1. All children are ready for school
2. All third-graders can read at grade level
3. All racial and economic achievement gaps between students are closed
4. All students are ready for career and college
5. All students graduate from high school

OUR CORE VALUES

- Relationships thrive when there is mutual respect and trust
- Honoring each person's intrinsic value enhances our community
- Our diverse community strengthens our collective power
- Caring relationships with high expectations are essential to reaching one's highest potential
- Life-long learning is vital for personal fulfillment, opportunity, and success
- Everyone is responsible and accountable for equity
- Partnerships among students, families, schools, and communities benefit all



GOALS OF OUR STRATEGIC PLAN

- Every student will demonstrate proficiency and growth in alignment with district requirements and state standards in the courses and programs in which they participate.
- Every student will be equipped with life skills demonstrated through constructive personal, social, and civic interactions.

STRATEGIES

We will:

- ensure that every employee and community partner understands and supports the core values and the collective stewardship of our mission.
- implement culturally responsive practices to identify and eliminate biases, both internally and externally that impede the achievement of our mission.
- align all educational programs and services to ensure the achievement of our mission.



CONSISTENT COMMUNICATION

We will ensure that every employee and community partner understands and supports the core values and the collective stewardship of our mission.

SUMMARY

The bulk of the work of this strategy focuses the work of the Communications and Human Resources Departments. There have been missed opportunities over the years and we know that this has resulted in a decrease level of trust across the district. Leadership over the past seven years has been focused on an increased level of transparency and engagement with employees groups toward realizing the purpose of clarity in method, message, and purpose on behalf of our students and community. The end results are and should be ongoing as they will always be areas for us to grow and become more effective. The following story is offered from the perspective of the two shops are the forefront of this focused strategy.

Brooklyn Center Community Schools has invested in creating organization best practices in an attempt to support the ongoing execution of the mission and core values by all employees. In addition efforts have been made to ensure that students, families and the community are involved in the support and execution of the core values and mission.

Our work is to ensure that every stakeholder understands and practices the core values and is actively working to accomplish our mission. To accomplish this, we focus on four main areas:

- Trust
- Steward Mindset
- Onboarding & Engagement
- Multifaceted Ongoing Communication

We have a focus on building/rebuilding trust: trust is the core of what strategy one is about. It is the foundation which allows us to effectively and efficiently build all the end results. Without trust, we do not have collaboration, we do not have teamwork, we do not have belief in common goals.

Addressing trust as a foundation, we collectively identify the needs and barriers of our employees and community partners, recognizing and taking action through cultural responsiveness. It is with this passion that we adhere to the responsibility, to oversee and protect students' education and preserve their ability to have the capacity to be life-long learners.

Peter Drucker, who has been called the founder of modern management has been noted as saying "Culture eats strategy for breakfast." We can put in all the effort in creating and working a strategic plan, but if we have not built the foundation, if we haven't built the trust and created the culture, we still will not accomplish our plan.

It is important that we are looking at every person in our organization- employees of course AND volunteers and partners to actively support the core values and the mission.



We have made some progress in building trust through consistent actions:

- Superintendent listening sessions
- Ongoing proactive communication
- Creating opportunities for student, staff and community voice to be used in decision making
- Supportive onboarding and mentoring

We can increase trust through concerted activities which focus on building trust. Although trust is recognized as the foundation needed to build the execution of our strategic plan and we have taken incremental steps to build/rebuild, we have not created a focused plan to ensure this is happening.

In the next phase, trust will be cornerstone to our work in all phases of the execution of the strategic plan as well as all our processes and practices. To accomplish this, we will incorporate specific training for building trust into our leadership development plan. Utilizing the MSBA training for "The Trust Edge," we will solicit representatives to attend the training and collaborate on the development of a specific plan of action. Building and retaining trust is an ongoing focus for everyone in Brooklyn Center Community Schools.

The words "steward mindset" gets to the deeper belief of acting based on internal motive and not a checklist of something to do.

- Service before self
- Increase resilience to develop productive global citizens
- Stewardship will require us to make sacrifices
- Fiduciary responsibility to do whatever is in the best interest of my students and staff
- Steward leaders model giving back, leading by example, and the "platinum rule."

We use onboarding in the broadest sense of the word- from the initial stages of recruiting. We utilize our talent acquisition system to attract, select, and offer employment. We then focus on acclimating new hires to our district, building ongoing engagement.

Employees are the ambassadors of our school district. They represent the core values and execute on our mission everyday. It is critical that we have systems and practices in place to deliver this result.

In the past we had a decentralized hiring process where each hiring manager completed all aspects of the hiring process on their own. This process was inefficient, inconsistent, and created many opportunities for applicants and new employees to be unclear about next steps. Through centralizing the hiring process, we have ensured uniformity of job postings, complete with job descriptions, a consistent process and equitable offers.

Accomplished

- Centralized hiring process
- Consistent hiring practices, including multi-phased hiring steps to increase the likelihood of selecting the best candidates
- Applicant pre-screening including use of screening tools (HUMANeX)
- Recruiting messaging to attract candidates who want to work in BCCS and represent our core values
- Robust onboarding to acclimate new hires to BCCS
- Implementation of organization wide employee performance management system with built in feedback loops
- Equity training provided for all employees
- District mentor providing support to all new teachers
- Expansion of Centaur Spirit online and published in board highlights

We continue to refine our recruiting and onboarding efforts. We implemented monthly onboarding sessions. This will allow us to offer the same comprehensive understanding of the district that has previously only been provided during our peak hiring each summer. We have created checklists for our new hires and their supervisors to use during the first 30-60 days. These checklists provide consistency for our new hires to be successful in their new roles. We have also developed a process for the human resources department to check in with new hires at 30, 60 and 90 days to make sure they have the resources and support to do their best work.

The general performance management process, for all employees other than teachers and principals, is being updated with standards specifically identified to demonstrate each individual's focus on the mission and core values. A performance management system is being reviewed to implement in SY20 that will help to ensure that process timelines are followed and that feedback loops are consistently in place. We are also reviewing employee surveys. This will further help to gauge employee perspectives and build a base for ongoing improvement plans. An annual training calendar is being developed to clearly identify training for each position that is aligned to the mission and core values.

According to Gallup action planning boosts employee engagement because the process itself demonstrates that the opinions of each person count. We all realize that we need action because we will not get where we want to be by staying where we are. As we review and make plans for what needs to be accomplished, we are consciously asking for what other voices can be involved. Involving employees throughout the processes will not only improve the results, but also help to build trust. As Ben Franklin said, "Tell me and I will forget. Show me and I might remember. Involve me and I will understand."

In progress

- Pre-boarding (completing paperwork in advance so face to face time with new hires can be spent on mission/ core values and strategies for success)
- Expanding recruiting including active recruiting efforts, with a focus on recruiting candidates of color
- Retention plan
- Mentoring programs for each position
- Build upon employee feedback and recognition programs that helps employees understand and practice core values

The communication department is working to create strategic multifaceted communication that is consistently practiced between and among all employee groups. This work is never "complete," rather, there are practices we can put into place that are done on a regular basis. Effective communication practices are always being evaluated so that we are reaching our audiences in meaningful ways.

The district hired its first communications specialist in February 2018. The primary work of the specialist was to examine current systems and practices and determine gaps where we are not currently communicating with our audiences, which included the following:

- There were no communication practices established in any program or school
- The website had not been updated in more than five years
- Expectations about how to use the notification system were not clear
- Logo usage and branding was not consistent
- Social media was not being used to tell our story
- Email marketing was not utilized
- Internal communication and staff recognition wasn't strategic
- District initiatives were not clearly communicated with staff and families
- The community newsletter was outdated
- Few families use the parent portal ParentVue
- Enrollment marketing only included efforts to recruit kindergarten students
- Research about the community's needs and perceptions of the district had not been conducted



There was a need to identify priorities of what the communication department would implement during the 2018-2019 school year. This included:

- A new website, including a staff intranet, launched in August 2018
- Mailchimp, which is regularly used by the district, departments and schools to communicate regularly with staff and families
- Facebook, Twitter and Instagram accounts are more utilized for telling our district story, including ads and boosted posts
- Training was provided for the website, School Messenger notification system, and Mailchimp email marketing platform for employees with clear expectations
- A push to encourage families to utilize ParentVue started
- The community newsletter was redesigned with a revised publication schedule
- Branded pieces were created for departments and schools to create a more consistent brand throughout the community
- Centaur Staff Recognition is a monthly feature that highlights one staff member who represents our Core Values on a daily basis
- Schools have adopted plans to regularly communicate with staff and families
- A new mobile app and notification system was purchased and launched in fall 2019

Next Steps

The systems that were adopted have helped increase strategic and multifaceted communication, however, there is more work to be done. To help better align communication efforts with the community's needs, a community-wide satisfaction with the district. The survey will also help us understand why families choose to enroll their student in the district and why some of our resident families have chosen a different school.

Themes from the survey will guide our work in the rebranding project. While steps have been made to create a consistent brand, work needs to be done to further updated brand will also include a marketing plan with messaging that better reflects who we are and what we are working towards. This will launch in fall 2020.

Survey results will also help guide our work in enrollment marketing plans. About 53-percent of our students open-enroll into our district. We need to understand why these families are choosing BCCS to help recruit and market to prospective students. Additionally, we saw a fairly substantial decrease in enrollment at Earle Brown Elementary STEAM for the 2018-2019 school year. We need to hear from these families about why they left our district and how we might be able to attract them back to our district.

There is a huge opportunity to unveil a revitalized BCCS in fall 2020. The rebranding project, community assessment and updated facilities will all complete to coincide with the launch of our 2025 strategic plan. The communication department's goal is to enhance the pride in BCCS through effective communication and strategic marketing. This will be completed through several Centaur Pride projects over the next few years:

- Needs analysis
- Rebrand
- Staff recruitment and retention
- Enrollment marketing
- Student retention
- Improved systems, including a mobile app and new notification system that launched in August 2019
- Content calendar process, including regular updates on completed strategic plan milestones

In addition to the Centaur Pride projects, there will also be a marketing campaign about our STEAM magnet model.



CULTURALLY RESPONSIVE FRAMEWORK

We will implement culturally responsive practices to identify and eliminate biases, both internally and externally that impede the achievement of our mission.

SUMMARY



We entered into partnership with Dr. Sharroky Hollie and The Center for Culturally Responsive Teaching and Learning in the fall of 2015. During the 2015-16 school year, our work centered on preparing district leadership to support and implement future work with teachers and departments. School Board members, Superintendent, Cabinet leaders, Principals and Assistant Principals were trained in the Journey to Responsiveness: Focus on Culture.

Dr. Hollie provides five core training modules through the Center. After the first foundational module, training focuses on specific pedagogy where teachers learn culturally and linguistically responsive (CLR) strategies for daily use in their classroom practices, lesson planning, and delivery of instruction.

In addition to the module trainings with Dr. Hollie, in SY17 30 teachers participated in cadres where they received ongoing coaching sessions from CLR staff that involved observation, feedback, and post lesson planning support. SY 18, we had 26 additional teachers participate in coaching cadres. The cadres in 2016-17 also received an additional half-day Jump Start Workshop. It is designed to help teachers with their use of the strategies through modeling, immersion, and additional opportunities to experience and practice them.

In an effort to accelerate implementation of CLR strategies in our classrooms, rather than only providing this to the cadre teachers, all PreK-12 licensed staff participated in the Jump Start Workshop in October this school year. In addition, principals have facilitated monthly Binder Boost sessions with cadre teachers for ongoing support with learning and implementation.

Based on the professional development that all teachers have participated in with Dr. Hollie, we can reasonably expect to see implementation of at least basic level CLR strategies in classrooms. These include attention signals, response protocols, discussion protocols, literacy strategies, introducing words strategies, and read aloud strategies.

Culturally Responsive Walks were conducted twice at the schools by a team of district and site administrators to collect information on the progress and quantity of CLR strategies being used in classrooms. During the walks, evidence of one or more CLR strategies being implemented was rated a 'Yes'. As a way to encourage growth, if there was evidence of an attempt of a CLR strategy, even if it wasn't used correctly or had been modified, it was rated as 'Almost'.

The following continuum is used by the Center to determine teacher development and progression in use of CLR strategies. The intended goal is to have all teachers demonstrating at least Floater to Kicker level proficiency.

Emerger 0-1 activities Demonstrated in at least 1 instructional area	Splasher 2-4 activities Demonstrated in at least 1 instructional area	Floater 5-7 activities Demonstrated in at least 2 instructional areas	Kicker 8-9 activities Demonstrated in at least 2 instructional areas	Streamliner Over 9 activities Demonstrated in at least 3 instructional areas	Freestyler Over 9 activities Demonstrated in all 4 instructional areas
18	18	17	7	6	
27%	27%	26%	11%	9%	0%

During SY 2018, The district Cabinet comprised of Directors (Human Resources, Finance, Operations, Community Schools & Partnerships, Data & Accountability, Early Learning, Special Education), and Principals developed specific educational equity goals for their departments and schools as part of their annual goal setting process. Results will be reported to the Superintendent and Executive Director of Teaching and Learning during their performance management evaluations in May.

The Superintendent and Cabinet leaders were introduced to the Protocol for Culturally Responsive Organizations, developed by the Coalition of Communities of Color and the Center to Advance Racial Equity at Portland State University. The Protocol was created to assist organizations in improving their ability to serve communities of color, and is designed to assess an organization's practice and commitment to integrating cultural responsiveness across the organization's policies, practices, culture, and data collection and evaluation mechanisms.

The protocol is a deep dive, covering the full arena of an organization's governance and operations. Leaders participated in the assessment by responding to a set of 99 standards to establish the ideals for our work, and a set of 109 pieces of "evidence" that support an organization to assert its capacity to well-serve communities of color.

The standards and evidence are distributed across nine different domains:

1. Commitment, Governance and Leadership
2. Racial equity policies and Implementation Practices
3. Organizational Climate, Culture and Communication
4. Service Based Equity
5. Service User Voice and Influence
6. Workforce Composition and Quality
7. Community Collaboration
8. Resource Allocation and Contracting Practices
9. Data, Metrics and Quality Improvement

Individual responses were scored and presented in an organizational profile. The individual profiles were then compiled and compared for overall improvement trends and opportunities. The goal of the protocol is to move organizations across the continuum below to the right.

Mono-Cultural Organization	Diversity-Oriented Organization		Culturally Responsive Organization			
	Satisfied	Considering	Inquiring	Aspiring	Acquiring	Achieving
Not willing to undertake work on racial equity or on cultural responsiveness.	Understands the value of building racial diversity into the organization. Unwilling to address racial equity or power sharing with communities and consumers	One or more organizational leaders are considering implementing the Protocol	We have conducted an equity assessment	We have completed our Protocol Assessment and have a community-validated Improvement Plan	We are making progress by implementing standards, addressing inequities & increasing responsiveness of services	We have few disparities and inequities in services, validated by the communities we serve. We continue to learn and strengthen our capacity in this area.

Next Steps

Site leaders have taken on carrying the water for this strategy. As a team, we will be setting our energy toward the approach of embodying our racial equity focus through an infusion of multiple strategies. As we look toward the design of the 2025 plan, it will be important to determine just what has been missing for us in terms of identifying implicit bias and engaging in intentional discussion toward interrupting inequitable practices. We have identified the need for the design and teaching of a framework for how we think about inequitable practices in our system. We have begun drafting a District Equity Plan. Over the past four years, it has become clear that while Cultural and Linguistically Responsive Practices is both a sound practice and a valuable set of strategies with which our teachers can enhance their classroom community and teaching to be more welcoming for all students, we see a need for a systemic design process to exist as a means for identifying bias and inequity; and for colleagues to engage in the interruption of these with one another. It will take all of us.

The heart of our implementation plan will be around layering practices to envelope the practice of our staff into inclusive language, practice, curricula, data analysis, and most importantly- relationships with our students. We have identified several strategies that we plan to layer into this design:

- Innocent Classroom
- Courageous Conversations and Beyond Diversity
- Racial Affinity Groups
- Equity Teams
- Positive Behavior and Intervention Systems (PBIS)
- Culturally and Linguistically Responsive Practices (CLR)
- Discipline Review Team
- Equitable Access Plan
- Grow Your Own program

While we are still heavily committed to the end results for Strategy 2, we see a need to shift our focus to view them as ongoing and evolving as opposed to operationalized. This is work that will take years and while the foundation has been laid, our next layers of practice and intentional design must occur to move all of our employee groups forward on behalf of our students.

Equitable Access Plan

The district has drafted a comprehensive Equitable Access Plan to parallel and support our Achievement and Integration plan to ensure equitable access to diverse, effective, and experienced teachers. This plan focuses on teacher recruitment, teacher retention, teacher assignments, and teacher proficiency. As we increase the effectiveness and diversity of our teaching staff, more of our students will successfully complete college level coursework.

Therefore, the one portion of our Equitable Access plan we are focusing on for the Achievement and Integration Plan is increasing student participation and success in dual credit coursework. Other portions of our broader plan focus on:

- Teacher Recruitment:
 - » Start a Grow-Your-Own Program
 - » Improve recruitment and hiring practices for recruiting and hiring teachers of color
 - » Grow college partnerships
- Teacher Retention:
 - » Communications and Relations Plan for improving student, staff, and community pride
 - » System to improve retention of staff of color, including staff affinity groups
 - » System for gathering staff feedback, including stay interviews
 - » District Mentor/New Teacher Induction Program
 - » Onboarding Process, including 30-60-90 day check-ins
- Teacher Assignments:
 - » Student class assignment at the elementary school
 - » Master scheduling process at the secondary level
 - » Ensure Special Education Teacher Assignments match the course and grade level requirements
 - » Course and grade level assignments by STAR assignment codes
- Teacher Proficiency:
 - » Professional development, including during-the-school year ongoing support
 - » Coaching and mentorship
 - » Performance Evaluation and feedback process

By supporting our staff with professional development, ongoing feedback, and support throughout the year with a focus on formative assessment and other identified areas of need, we will help to raise teacher effectiveness in the classroom which in turn will support our students to succeed in more rigorous coursework. By recruiting and retaining teachers of color and through our district equity focus we will better be able to address the specific learning needs of our students.

PROGRAM AND SERVICE ALIGNMENT AND EVALUATION

We will align all educational programs and services to ensure the achievement of our mission.



SUMMARY

Since the inception of this strategic plan in 2015, considerable progress has been made toward the achievement of strategy 3 and each end result within it. Through this work, we have achieved significant positive changes resulting in the alignment of educational programs and services. However, we are not seeing significant positive impacts on our student achievement outcomes. As a result, we have now identified new goals and priorities for our work moving forward.

The first work that took place toward the achievement of Strategy three was the establishment of the Centaur Program and Services Team (CPST). The CPST was established to develop common language and understanding regarding district programs and services in order to ensure alignment. Before alignment could be determined, the CPST had to differentiate between programs and services. They conducted research and created a definition for educational program and educational service. Once the definitions were determined, all district initiatives were identified and then categorized as either a program or a service according to the new definitions. After this initial sort, a written description was crafted for each program and service, and then further alignment was completed to connect with our identity as part of the national community schools model.

After the CPST completed the action steps required for the achievement of end result one, they passed their work on to the Program and Services Evaluation Planning Team (PSEPT). PSEPT reviewed the work completed by CPST and began researching program evaluation systems and tools utilized by other education systems throughout the country. After thoughtful research and study, PSEPT designed a comprehensive evaluation tool to be utilized by Brooklyn Center Community Schools for the evaluation of all existing and proposed programs and services.

The program evaluation tool developed by the team includes: a description of the program/service under evaluation, an assessment of stakeholder readiness to implement the program/service, an assessment of our organization's technical capacity to implement, an assessment of the adequacy of resources to successfully implement the program/service, an assessment of the quality of implementation of the program/service, an assessment of the impact of the program/service on student outcomes, and a final summary that includes a recommendation based upon the evaluation findings. The four possible recommendations based upon the evaluation are: maintain and support the program/service, build and invest in the program/service, intentionally exit the program/service, or immediately abandon the program/service.

After finalizing the program evaluation tool, the PSEPT completed a ranking process of all programs and services to inform an evaluation timeline as part of the curriculum review and adoption cycle developed to support the work of establishing horizontal and vertical frameworks of aligned PreK-12 curricular programs. Over the course of the following three years, all educational programs within the district underwent the program evaluation process.

When we see inequities in our student achievement, we see this by race, by gender, by economic status, by special education status, or other factors. This is a strong indicator that our educational programs and services are inequitable across our district. This was a primary lens through which we undertook the program evaluation and curriculum alignment process. Systems like this undermine students' confidence and belief in themselves. It harms relationships with families and harms our community. Several programs were sunsetted after undergoing this process, including the International Baccalaureate program. In our initial assessment cycle, every course we offer underwent whole-scale curriculum revision and standards alignment.

As we move through our Curricular Continuous Improvement Cycles, the work within each program area will continue to be refined and developed. The foundation of our initial program evaluations and Curriculum Alignment Committee (CAC) situates us to develop our understanding of the curriculum for better differentiation and academic intervention for all students. In addition, now that we have guaranteed and viable curriculum in place in our general education classes K-12 we can begin the work of differentiating those courses to meet the needs of our students with IEPs. Launching in August 2019, we will have a partnership with the University of Minnesota to build the capacity of our general education and special education teachers to co-teach, providing pathways and access to the general education curriculum. This will ensure that our students receiving special services will have equitable and appropriate access to all grade-level content.

For our students in self-contained setting three special education programs, we have adopted a new full-service curriculum aligned with state standards and written specifically for students with significant disabilities.

Additionally, we will work to develop integrated STEAM units and courses that provide high-quality and high-interest instructional opportunities for students. Our development as a STEAM school district means that all of our programming will be tied together through the lens of science, technology, engineering, arts and math. STEAM coordinators at the elementary and secondary level will guide teachers through development and implementation of new curricular opportunities at school, at home, and in the community.

We have identified a need for intentional and structured Social/Emotional learning. Some pieces are currently in place such as the intra- and inter-personal rubrics, the Xello online platform for academic planning, career exploration, and identity development, and the Building Assets, Reducing Risk (BARR) program at ninth grade. Next, we will work with the school-based social work teams to develop intentional and systematic tier one social-emotional instruction to be implemented at the classroom level. We will continue to expand the reach of our BARR program and develop partnerships with community stakeholders to support the development of our students in the area of life skills.



INTEGRATED AND BALANCED ASSESSMENT SYSTEM

SUMMARY

Brooklyn Center has a long history of academic successes at the Pre-K level. In our Pre-K program, we focus on not only the academic achievement of our children, but also on their social-emotional development as an important part of the curriculum. In addition, at the Pre-K level, we also have in place a strong system of observations, interventions and progress monitoring. Unfortunately, once our students reach elementary school and older, this emphasis changes, and the academic achievement is lower, and we begin to see teachers calling out for help in the areas of social and emotional development, as evidenced by behavior referrals and classroom send-outs.

Our two measurement team outcomes are:

- Every student will demonstrate proficiency and growth in alignment with district requirements and state standards in the courses and programs in which they participate.
- Every student will be equipped with life skills, demonstrated through constructive personal, social and civic interactions.

We believe that we can impact both of these goals by drawing upon some of the strengths we are seeing at the Pre-K level. In particular, we must carry the social emotional development of our students as a priority throughout their years with us, and we must put in place a robust system of data collection, implementation of research-based interventions and supports, and progress monitoring at the classroom level, connected with targeted student needs. The measurement team's two areas of focus for this year are 1) the implementation of the interpersonal and intrapersonal rubrics to support student social and emotional development, and 2) the adoption of technology systems to support the measurement outcomes.

Social Emotional Learning and Behavior Management

In the prior year, we were seeing a significant outcry from teachers, particularly at the elementary level, for increased support around behavior. Because of the critical needs in this area, we are focusing on the interrelationship between social emotional learning and behavior management. We cannot make any real significant changes to school or classroom climate without first understanding and building relationships with our students, and second by understanding and explicitly providing support and instruction for the social and emotional needs of our children.

When we see disproportionality in our behavior data, by race, by gender, by economic status, by special education status, or other factors, this is a strong indicator that our school and district systems are inequitable. In Brooklyn Center, we are committed to eliminating and replacing biased systems, and our data tells us that our behavior systems are disproportionately disadvantaging and harming our black children, especially young black boys. It also tells us that our students in poverty who have the most instability at home are being disproportionately punished at school.

In addition, our special education students, who may already have a behavior intervention plan in place, are also being disproportionately suspended and referred. All of these students who are receiving behavior referrals or being suspended are not getting the same access to the curriculum as their peers. Systems like this undermine students' confidence and belief in themselves. It harms relationships with families and harms our community.

We believe that caring relationships, mutual respect and trust, and honoring each person's intrinsic value are critical to everything we do. When a student is exhibiting a behavior that is interfering with their learning or the learning of other students, our staff need support to be able to respond in a way that best supports the social emotional learning of that child. Our district must promote a supportive and instructive approach, rather than a punitive approach to behavior management. This means that we approach situations with a mindframe that holds students harmless, and we must focus on our response as professional educators. We need to establish preventative procedures at the classroom and building level, and we need to provide our staff with ongoing feedback and support, each time there is a behavior incident. Some training and structures that we are just beginning to integrate to improve our classroom and school cultures include:

- **Positive Behavior Interventions and Supports (PBIS):** PBIS provides a preventative and responsive framework for promoting positive classroom climates and responding to the needs of whole class, small groups, and individual students under the umbrella of a multi-tiered system of supports.
- **Innocent Classroom:** Framework through which classroom teachers are explicitly taught how to build authentic relationships with students.
- **Culturally and Linguistically Responsive Practices:** Provides a framework in which people validate and affirm each other's cultural behaviors. Helps staff to recognize common cultural misunderstandings (such as off-task, disruptive, talkative, distracting) and bridge the gap through creating processes and practices in the classroom that promote healthy cultural interactions between all people, but especially between teachers and students.
- **Trauma Sensitivity:** Helps teachers to increase academic engagement for students who have been impacted by traumatic experiences.
- **Restorative Circles/Restorative Practices:** Provides a structured approach to encourage active listening, to help those involved (student/student or student/teacher) understand each other's perspective and create a safe space for repairing injured relationships.
- **Non-Violent Crisis Intervention through Crisis Prevention Institute (CPI):** Provides training for staff to de-escalate and calm down each situation, and teaches physical holding as a last resort. Helps staff to understand the physical and psychological risks of holding or restraints.



Technology Systems to Support the Measurement Outcomes

Our student achievement data, as evidenced by state standardized testing, our benchmark assessments, and college placement exams, shows that our schools are performing well below the state average in reading, math, science, and college readiness. This is persistent, deeply problematic, and also shows achievement gaps for our black and brown students, our special education students, our homeless and highly mobile students, and our students living in poverty. We know that to begin to address this, we must know and understand the community that we serve, and we must seek out and eliminate inequitable systems and practices. We need a consistently taught curriculum that matches both the standards and the needs of our students, and we need daily formative assessment data at the classroom level to assess student growth towards clearly identified learning targets. We need to provide students and teachers alike with meaningful feedback and interventions to support their growth and development, and we need systems in place that help us to track and understand our data. While we would like to say that this is what we are doing, we have a long way yet to go before these systems and processes are fully in place. One of the first steps to getting there is making sure that we have the technology systems to make all this challenging and rewarding work ahead of us possible. Last school year, we researched and started the development on two new systems, and we implemented a new screening tool.

SAEBRS (Social, Academic, and Emotional Behavior Risk Screener)

Last year, we administered the SAEBRS assessment in FastBridge. This helped staff to identify students with a specific need in the area of social, emotional, and behavioral support. This data helps us to better identify what supports each student needs, and is just a first step in the process of supporting our students. As the name implies, it is a screening assessment. Once we have identified students through the screener, we can then match specific instruction, interventions, and plans to support student growth and development. From there, we need a system to monitor the effectiveness of the interventions to help us make adjustments to our instruction when needed.

Throughout last year, we researched, reviewed, and trained on two additional systems that will particularly impact gains towards our desired outcomes. These two systems are Synergy RTI (Response to Intervention) and Synergy Analytics. Both of these systems will directly connect to our student information system, connecting all the data in one place for the student, parent, teacher, counselor, social worker, and administrator.

Some of these are in the initial implementation stage (such as PBIS), and others are in the planning stage (such as Innocent Classroom). The work for the upcoming year is to bring our work together under a single framework, and ensure comprehensive training and ongoing support for our staff. The interpersonal and intrapersonal rubrics will ensure that we are looking at the full scope of social emotional development, as it spans from early learning to graduation, and we still need systems and processes in place that drive this work.

Last year, much of our work was to reduce the overall number of students referred out of the classroom. 19.4% of students in grades K-12 had one or more behavior referrals last school year. This is an incredible reduction from the prior year, where 61.8% of students in grades K-12 had one or more behavior referrals. Unfortunately, even though we made very significant gains in reducing the number of behavior referrals, we didn't the disproportionality by race, special education, free and reduced lunch, or gender.

6.0% of students in grades K-12 received one or more out-of-school suspensions last year. During the 2017-2018 school year, 10.9% of our students in grades K-12 received an out-of-school suspension. That same year, 37.6% of all suspensions at the elementary level were from students in grades K-2, which totaled 92 suspensions. In the 2018-2019 school year, there were zero suspensions in grades K-2, largely due to a moratorium passed by the school board on suspensions in grades K-2. We also had zero suspensions in grade 3 as well. However, there is also significant disproportionality in out-of-school suspensions by race, special education, free and reduced lunch, and gender.

Reducing this persistent disproportionality is our ongoing work for the upcoming years. We will greatly expand our ability to teach and support our children towards both academic achievement and life skills, when we are building authentic relationships with our students and helping them in a caring and loving way to understand their own strengths and challenges. Introduction of a singular framework, and our rubrics as tools of measurement, will help guide us in this direction.

Synergy RTI (Response to Intervention)

The Synergy RTI module provides us with a structure for:

- Climate Support: track time outside of the classroom so that we can identify and build supports for teachers and students. Allows for tiered behavior data: observations, minor referrals, and major referrals.
- Templates for implementing and tracking specific student interventions in the classroom, whether academic or behavioral
- System to connect out-of-school time programming with learning during the school day
- Relationship building: Check-in/Check-out program support
- Progress Monitoring system connected right through TeacherVue
- Dashboards for the deans/behavior teams
- System that brings together student data for designed for Student Support Team (SST) referrals, referrals for special education evaluation, and Homeless Highly Mobile Referrals
- Opportunity to build explicit connections to the Interpersonal and Intrapersonal rubrics
- Implementation of a multi-tiered system of supports (MTSS) framework

Last year, we researched the system, viewed demos, and worked with our hosting provider on the planning and implementation. The module opened in spring 2019 and was customized for our district at the start of the 2019-2020 school year.



Synergy Analytics

The Synergy Analytics module gives us the ability to create more robust dashboards for each user role (including teachers) that have drill-down capabilities, down to individual student lists. This allows us to view data in real-time, to filter all data by population, and drill down to specific students. All staff, students, and parents will have a data dashboard, customized to their role and specific to their access.

Last year, we researched the system, viewed demos, and worked with our hosting provider on the planning and implementation. In winter 2019, we began development on specific reports and outlined initial dashboard structures for each user role. The module launched into the live student system this summer, and roll out and training started in the fall.

Beyond the technical aspects of the system, the real emphasis of the training will be around the establishment of systems of data review and use. Bringing the technical aspects into place, combined with training and support for our leadership and other staff, will help to spur development of ongoing building and district data review processes and procedures that will begin to directly impact student achievement.

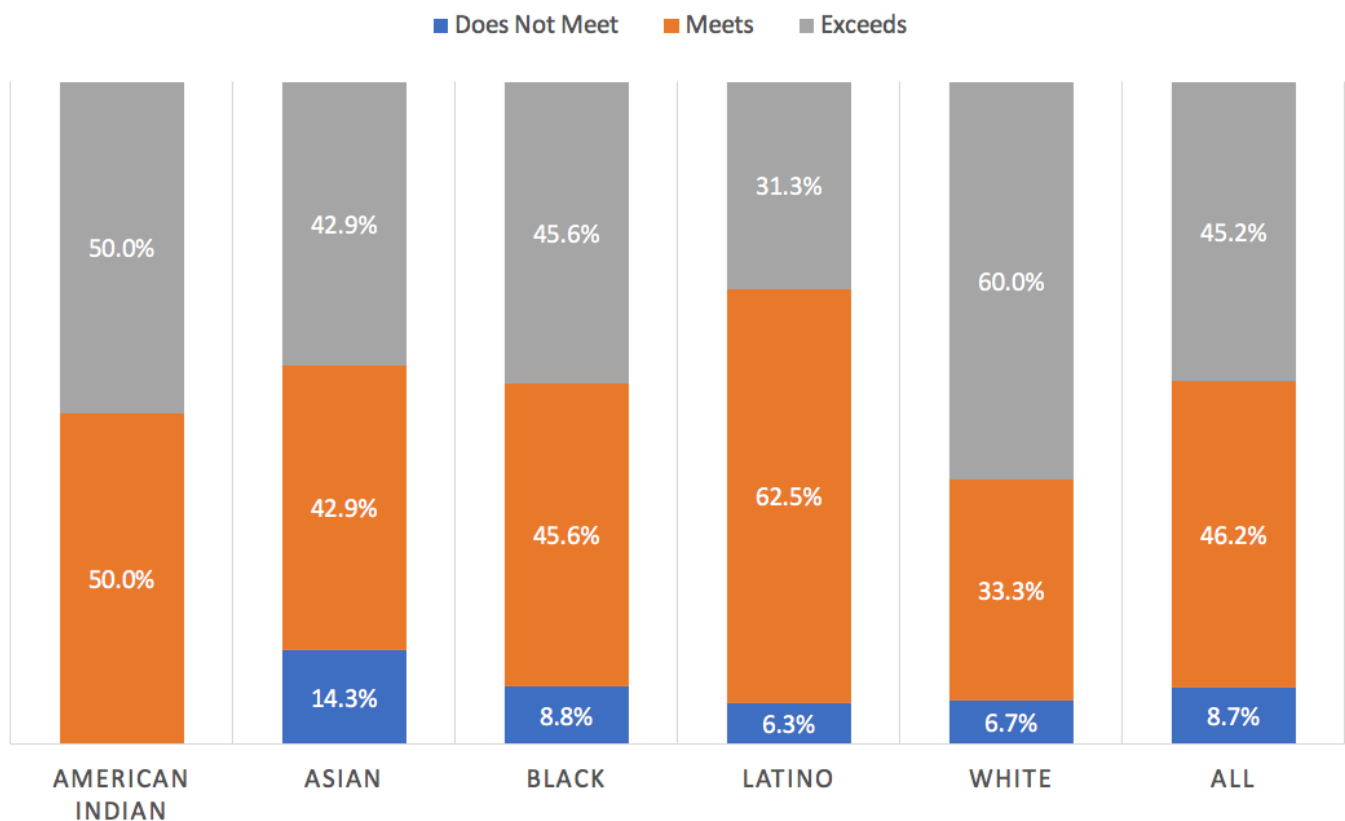
Much work remains ahead of us towards meeting our two outcomes, but we know that they are the right outcomes, and we know that we are headed in the right direction with the plans we have in place.

SCHOOL READINESS

SUMMARY

Our World's Best Workforce Plan is aligned with our Voluntary PreK Measuring Impact Plan and our Local Literacy Plan. 91.3% of our PreK students (95 out of 104 students) met or exceeded school readiness standards on the STEP Reading assessment in the 2018 - 2019 school year. 100% of our American Indian students, 85.7% of our Asian students, 91.2% of our Black students, 93.8% of our Latino students, and 93.3% of our white students met or exceeded proficiency. This number is down from the prior year, but we have consistently maintained an average of above 90% overall proficiency for the past four school years.

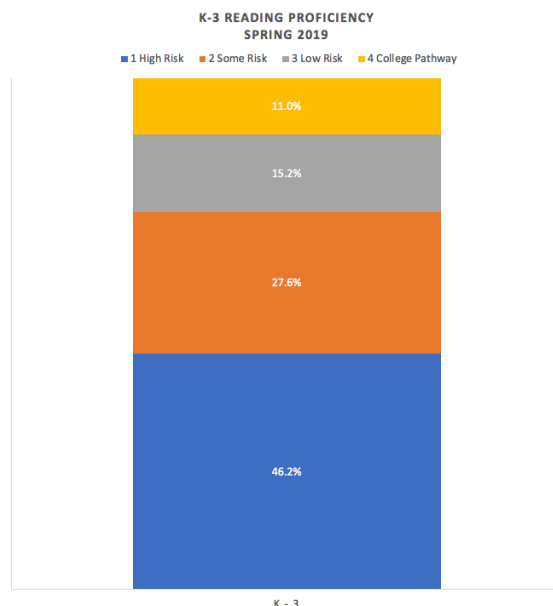
PREK READING PROFICIENCY 2018-2019



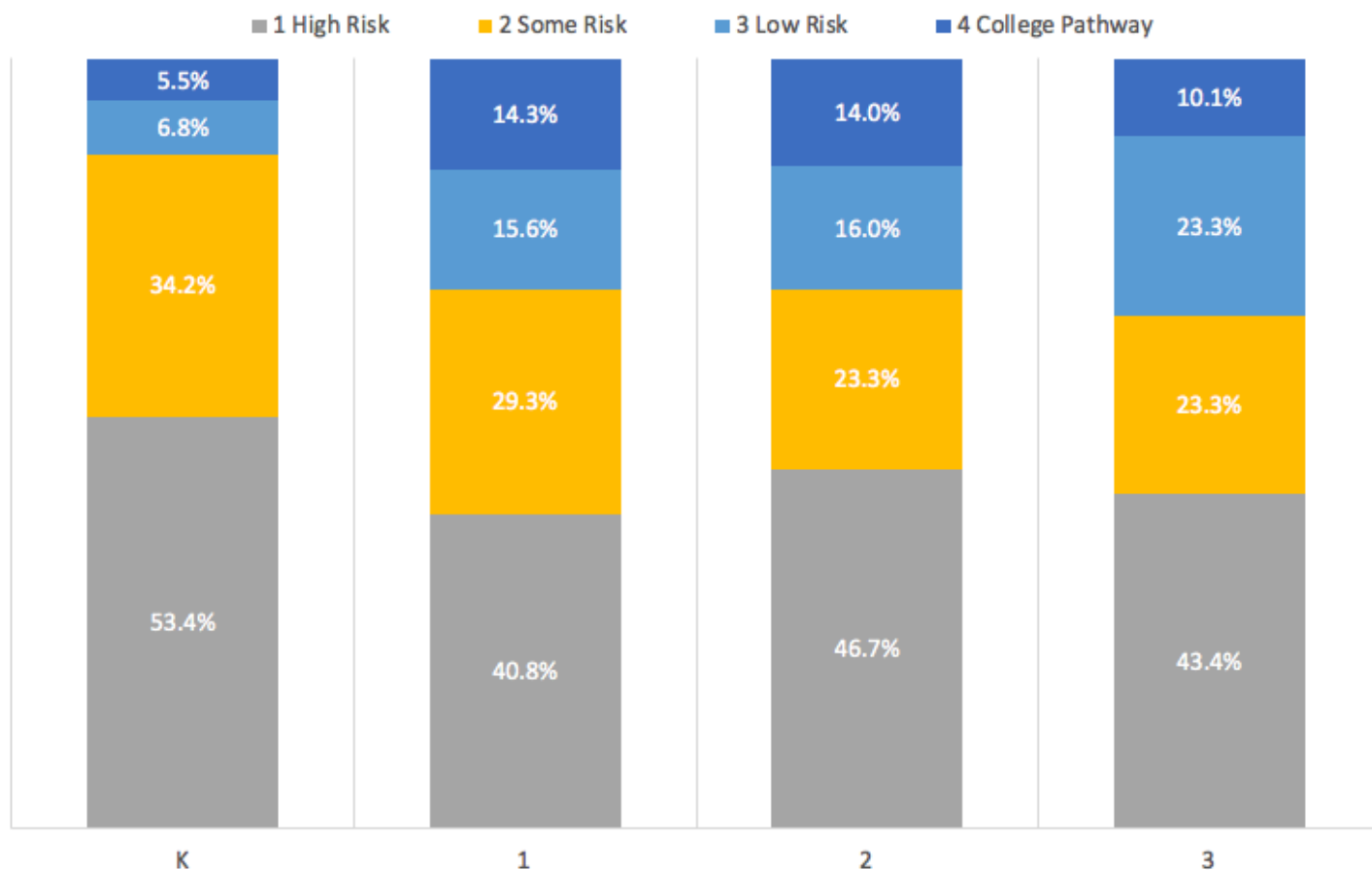
READING BY THIRD GRADE

SUMMARY

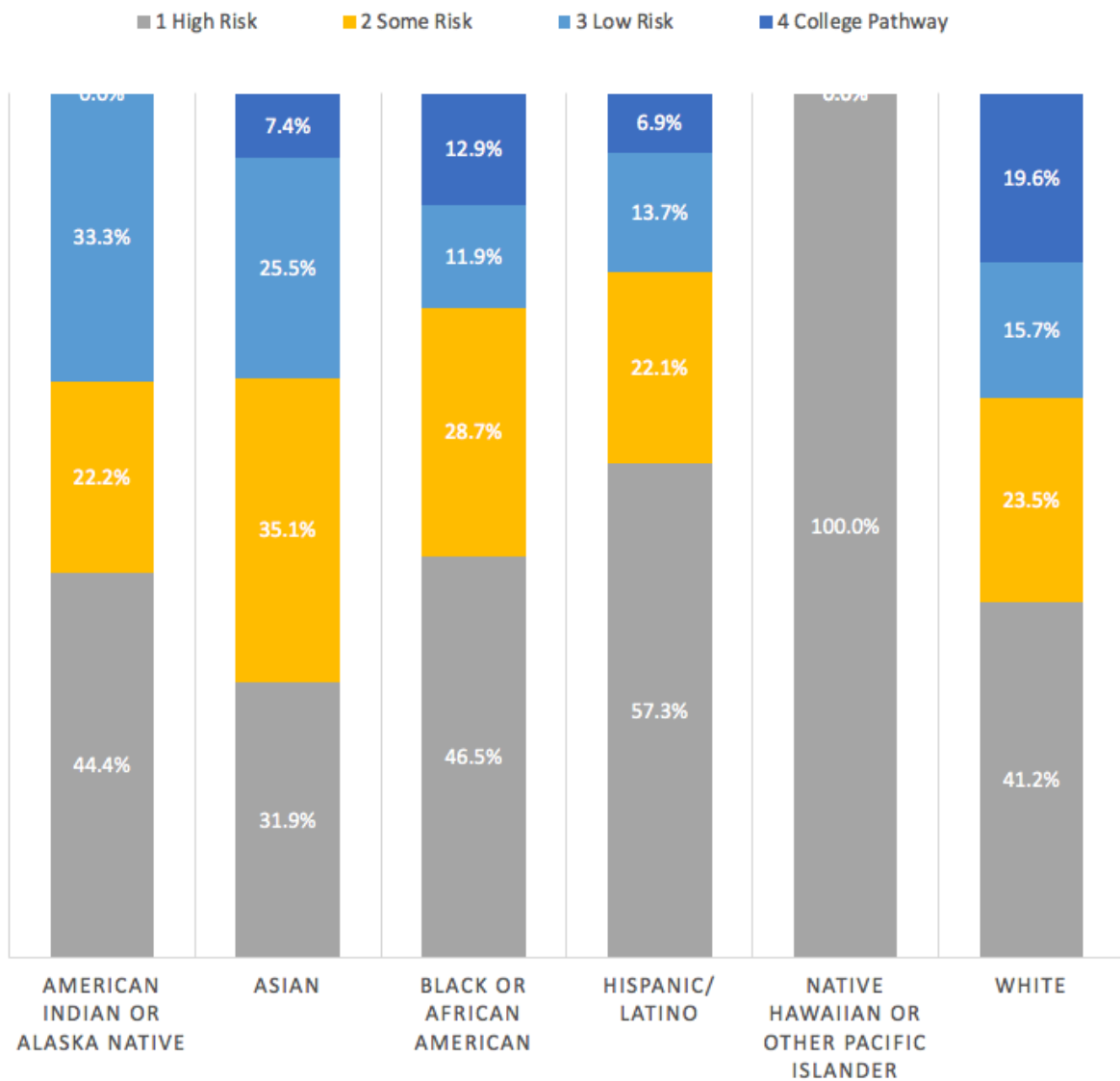
Our World's Best Workforce Plan is aligned with our Local Literacy Plan and our Title plans to support reading achievement. Currently, 26.2% of our K-3 students are at low risk or college pathway in reading. In the past year, we saw our lowest proficiency in Kindergarten, with slightly better results in grades 1-3. We also are seeing a racial achievement gap, with American Indian, Asian, and White populations showing greater proficiency than black and Latino populations in reading.



READING PROFICIENCY BY GRADE SPRING 2019



K - 3 READING PROFICIENCY BY RACE SPRING 2019



ACHIEVEMENT GAP REDUCTION

SUMMARY

Brooklyn Center is focused on raising achievement for all students. Because our overall proficiency in both reading and math remains far below the state average, our primary gap reduction strategy for both reading and math is implementation of rigorous, culturally responsive curriculum, instruction, and assessment for all students and in all classrooms.

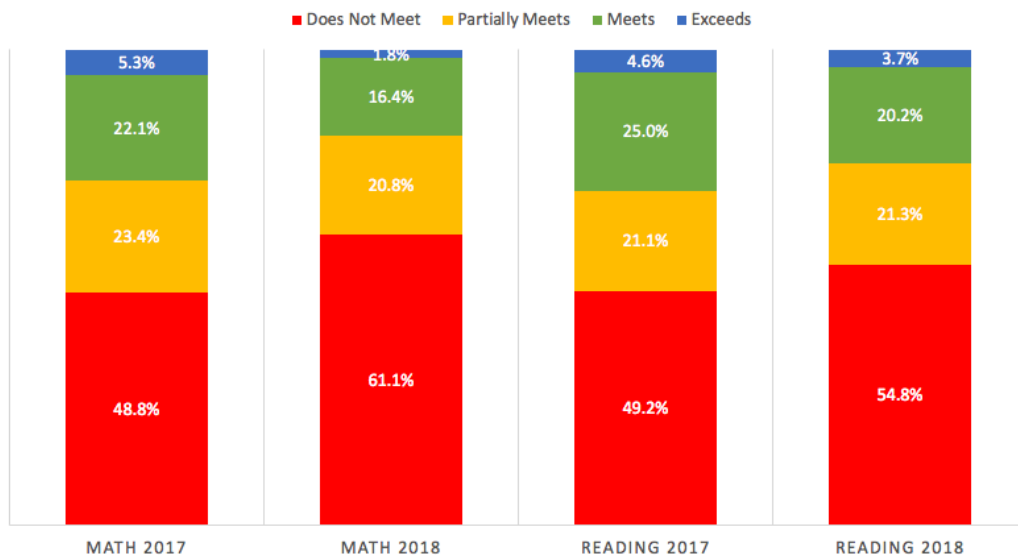
In addition, in the 2019 - 2020 school year, we will roll out a new Response to Intervention (RTI) system through a Multi-Tiered System of Supports (MTSS). This will provide educators in our district the opportunity to implement targeted interventions in literacy, math, writing, social emotional learning, and English Language Development (ELD). Our newly-formed district Intervention Implementation Team will select appropriate interventions quarterly, and help roll these out for building-level staff. This system will allow us to monitor student progress and track the effectiveness of our interventions.

Also new this upcoming year, we will have a Curriculum and Instruction Specialist in each building to lead the work in conjunction with building administration and Instructional Leadership Teams, both around the fidelity of implementation of new curriculum and materials, as well as the intervention system.

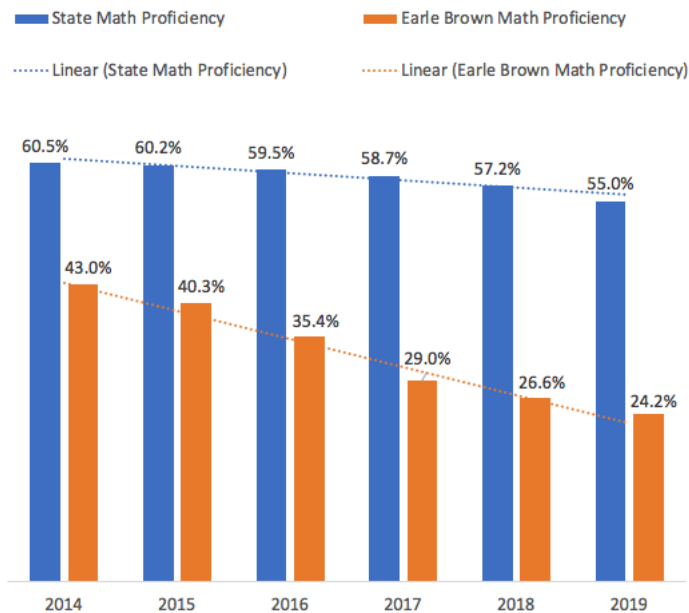
**BROOKLYN CENTER SCHOOL DISTRICT (EB AND BCS)
2018 PROFICIENCY ON ALL STATE ACCOUNTABILITY TESTS**



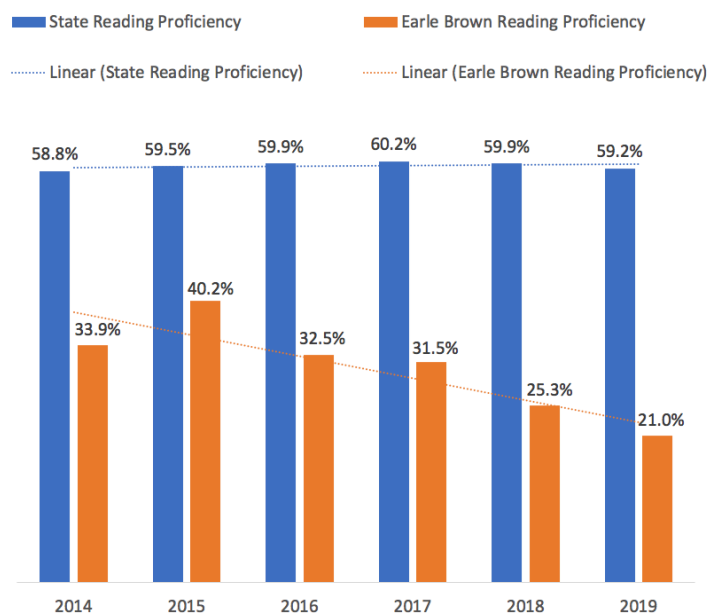
**BROOKLYN CENTER SCHOOL DISTRICT (EB AND BCS)
2017 AND 2018 PROFICIENCY ON ALL STATE ACCOUNTABILITY TESTS**



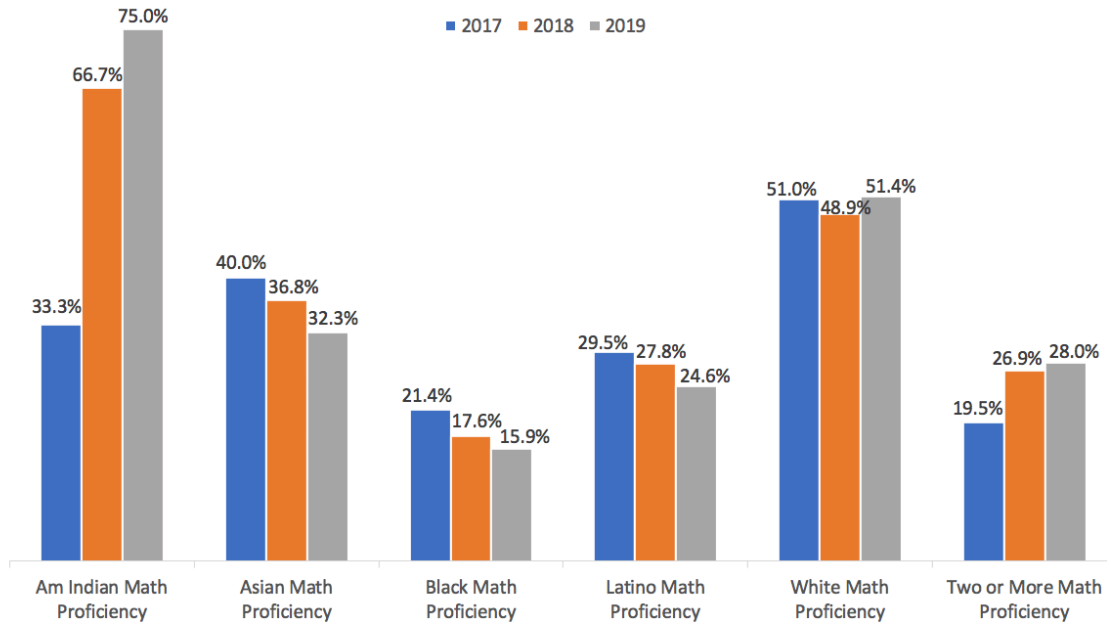
Earle Brown State Math Accountability Tests



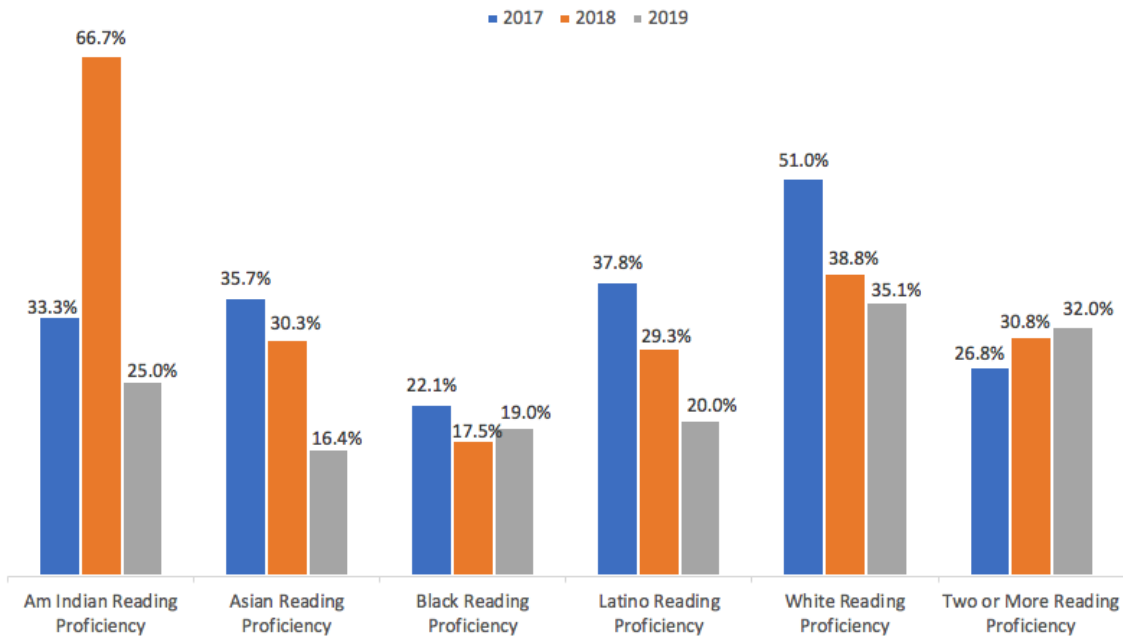
Earle Brown State Reading Accountability Tests



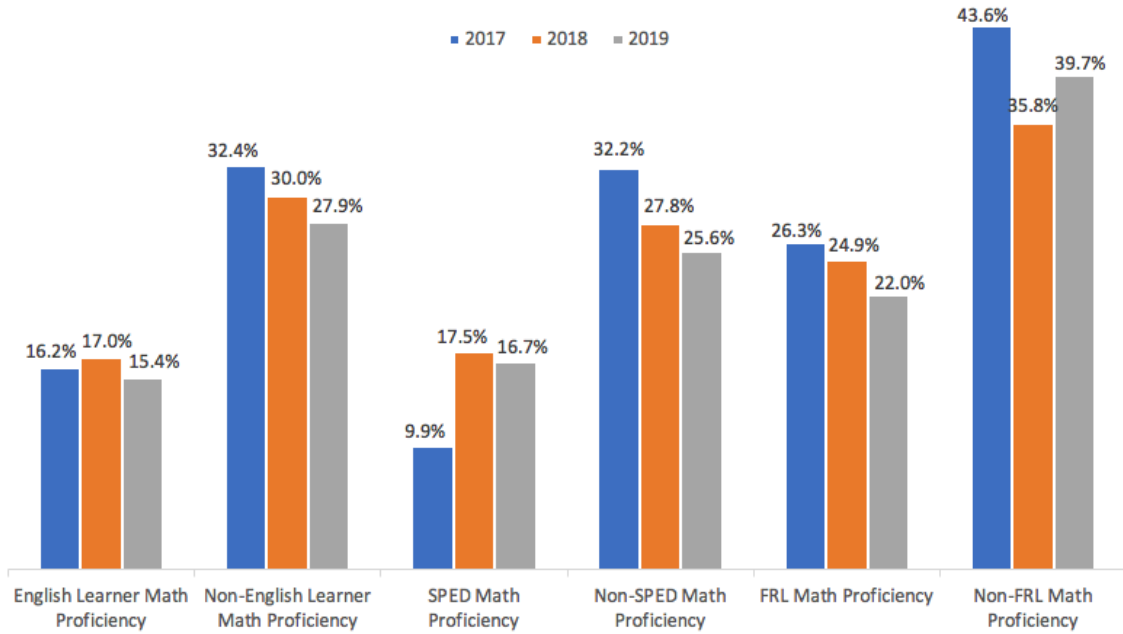
Earle Brown Elementary
State Math Accountability Tests by Race



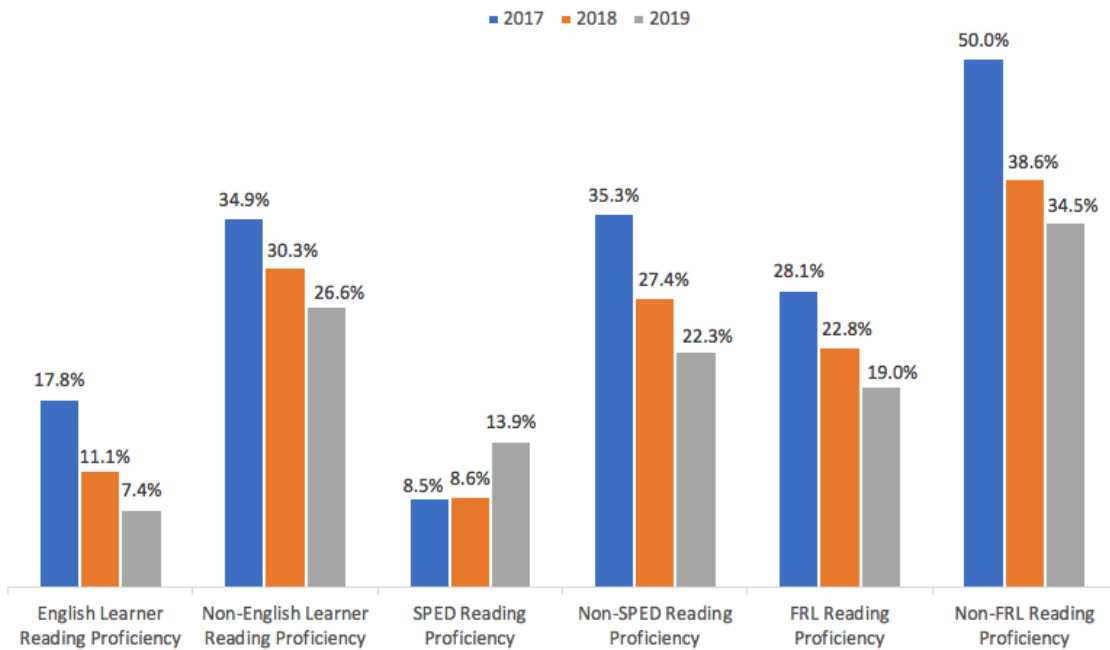
Earle Brown Elementary
State Reading Accountability Tests by Race



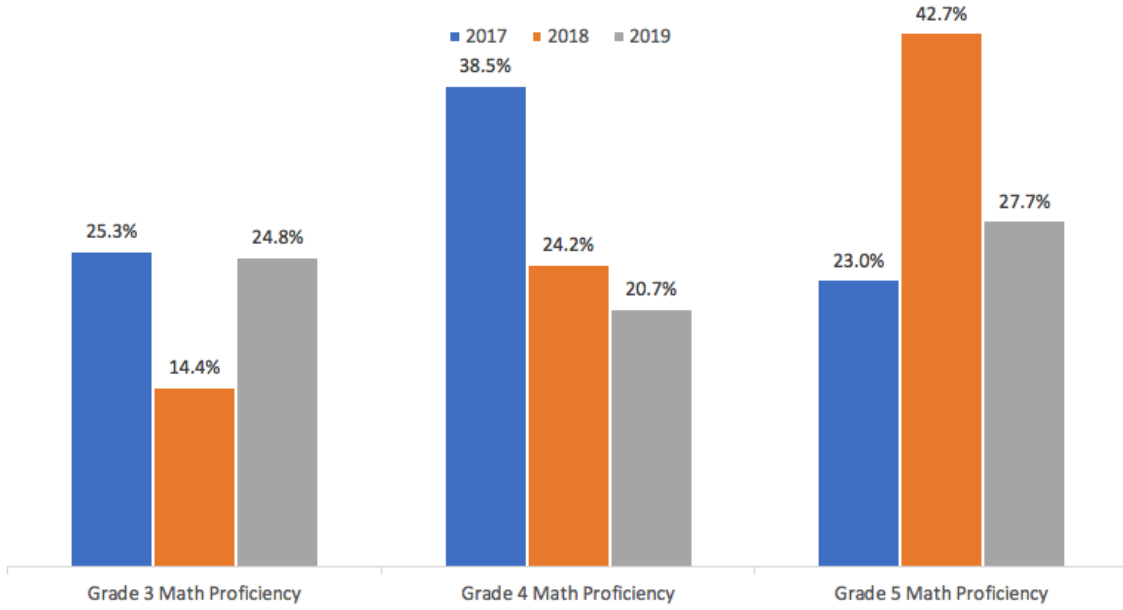
Earle Brown Elementary
State Math Accountability Tests by Population



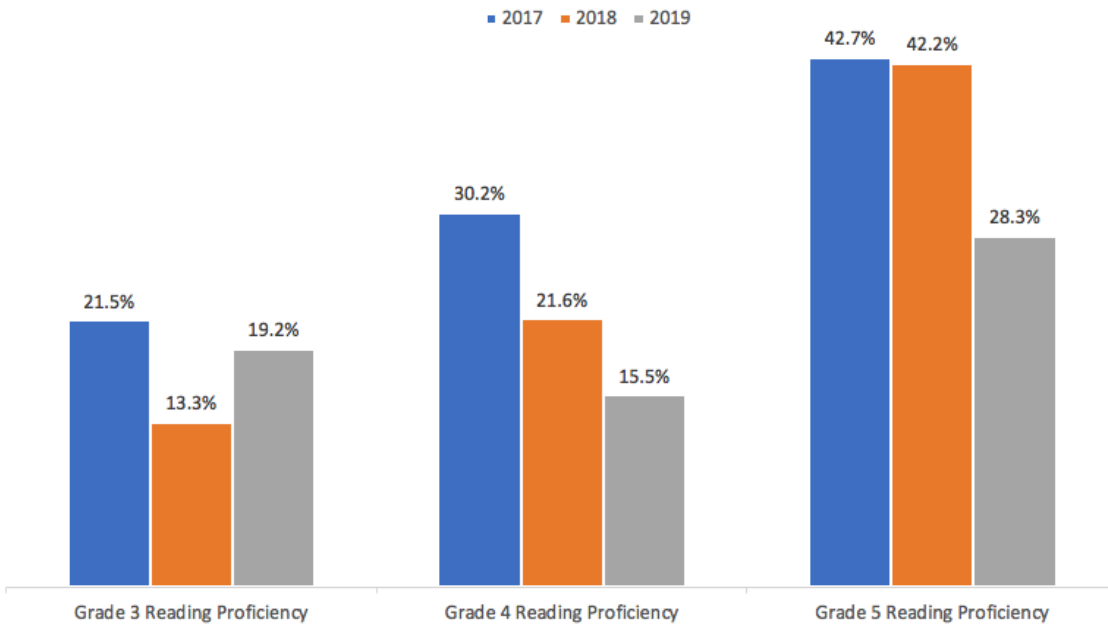
Earle Brown Elementary
State Reading Accountability Tests by Population



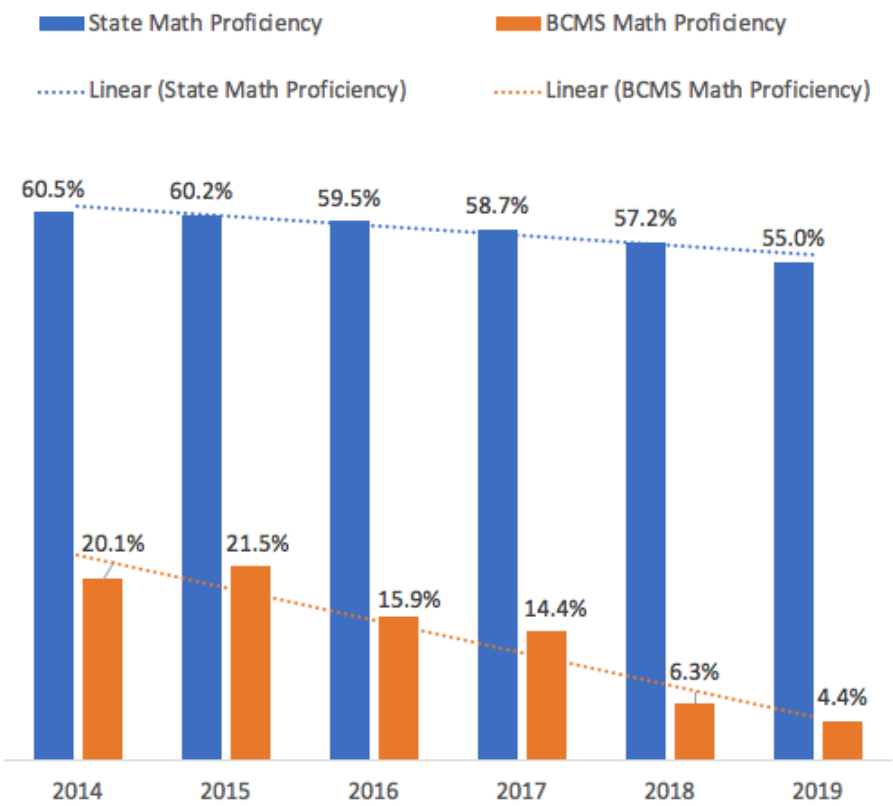
Earle Brown Elementary
State Math Accountability Tests by Grade



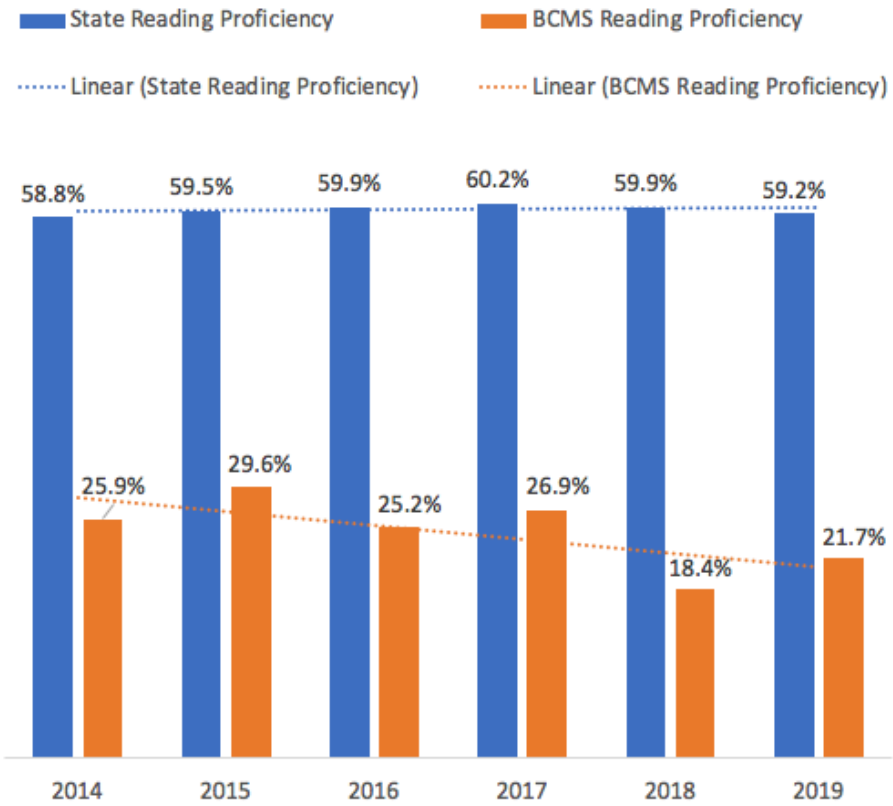
Earle Brown Elementary
State Reading Accountability Tests by Grade



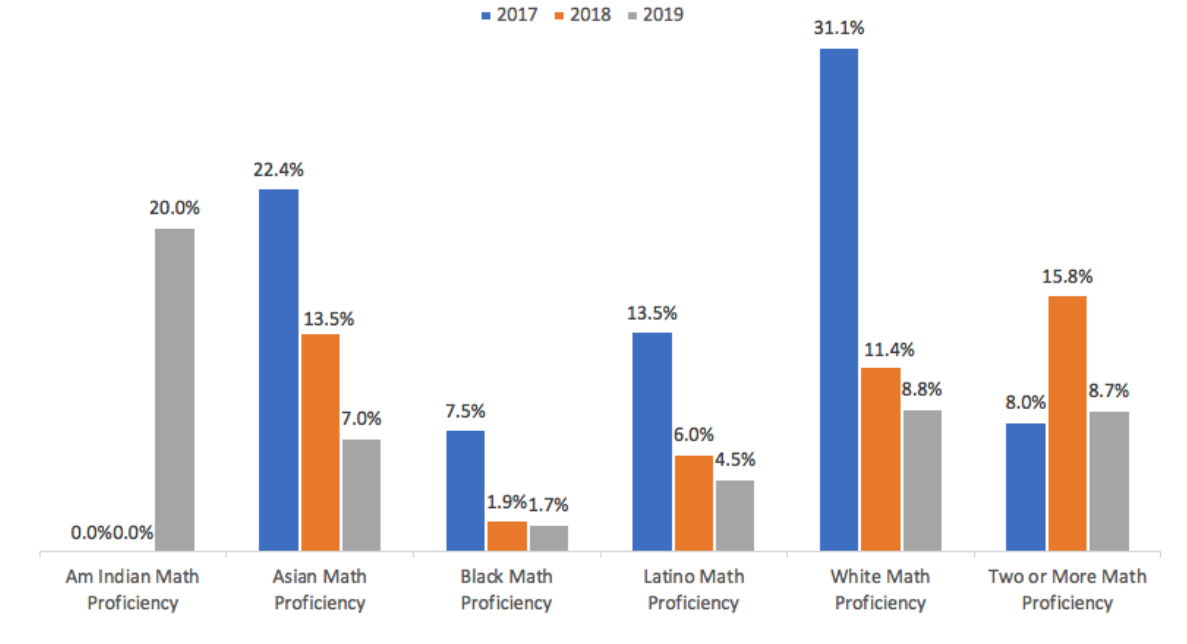
BC Middle School Math Accountability Tests



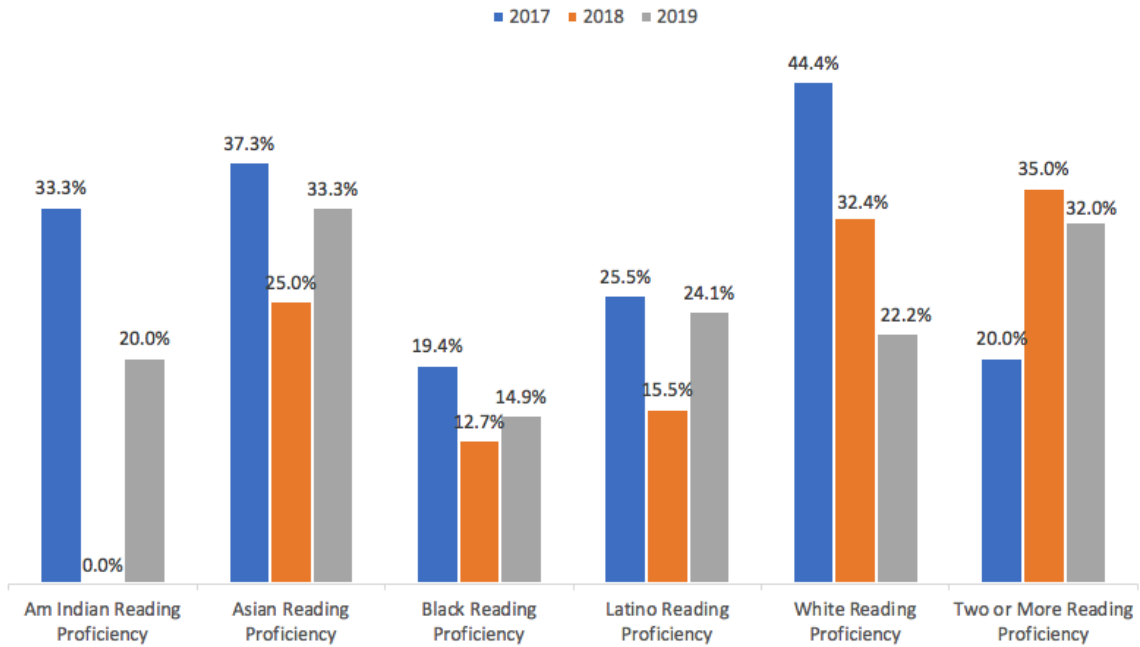
BC Middle School Reading Accountability Tests



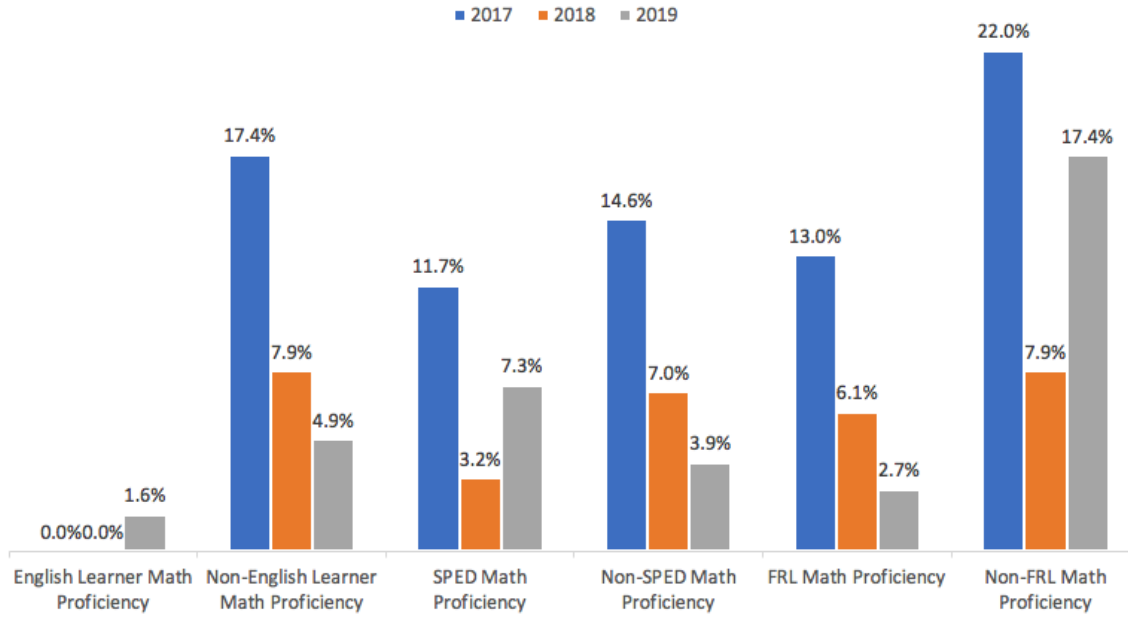
Brooklyn Center Middle School
State Math Accountability Tests by Race



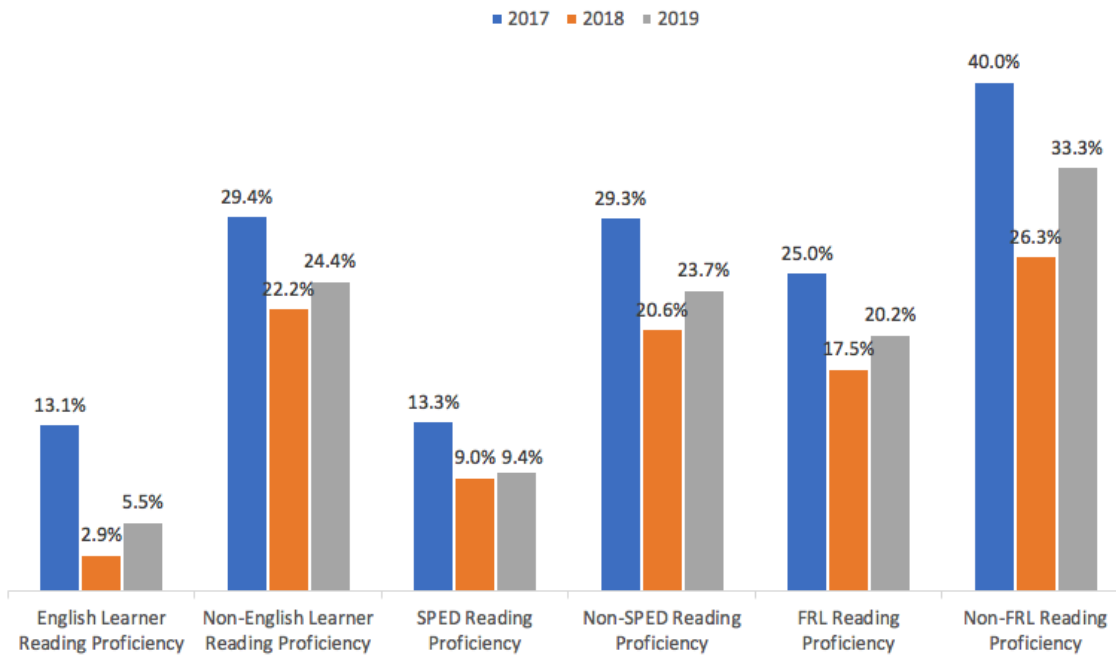
Brooklyn Center Middle School
State Reading Accountability Tests by Race



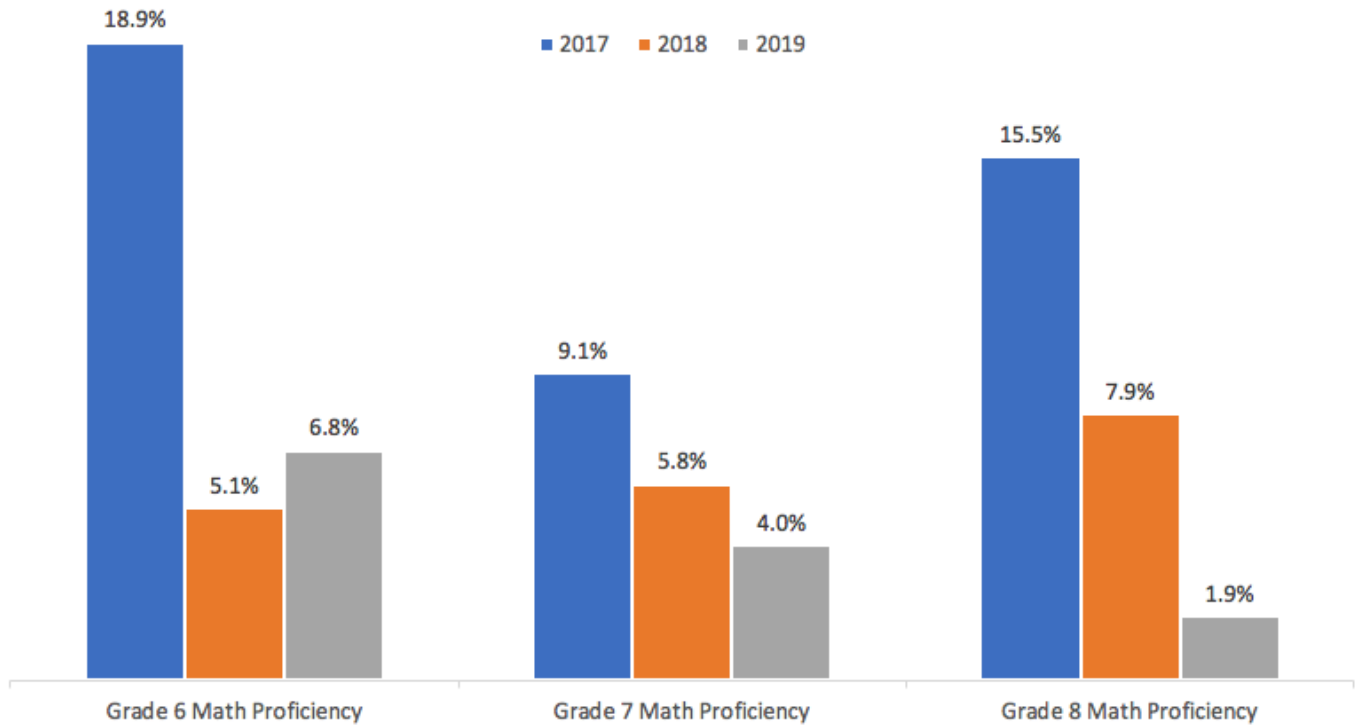
Brooklyn Center Middle School
State Math Accountability Tests by Population



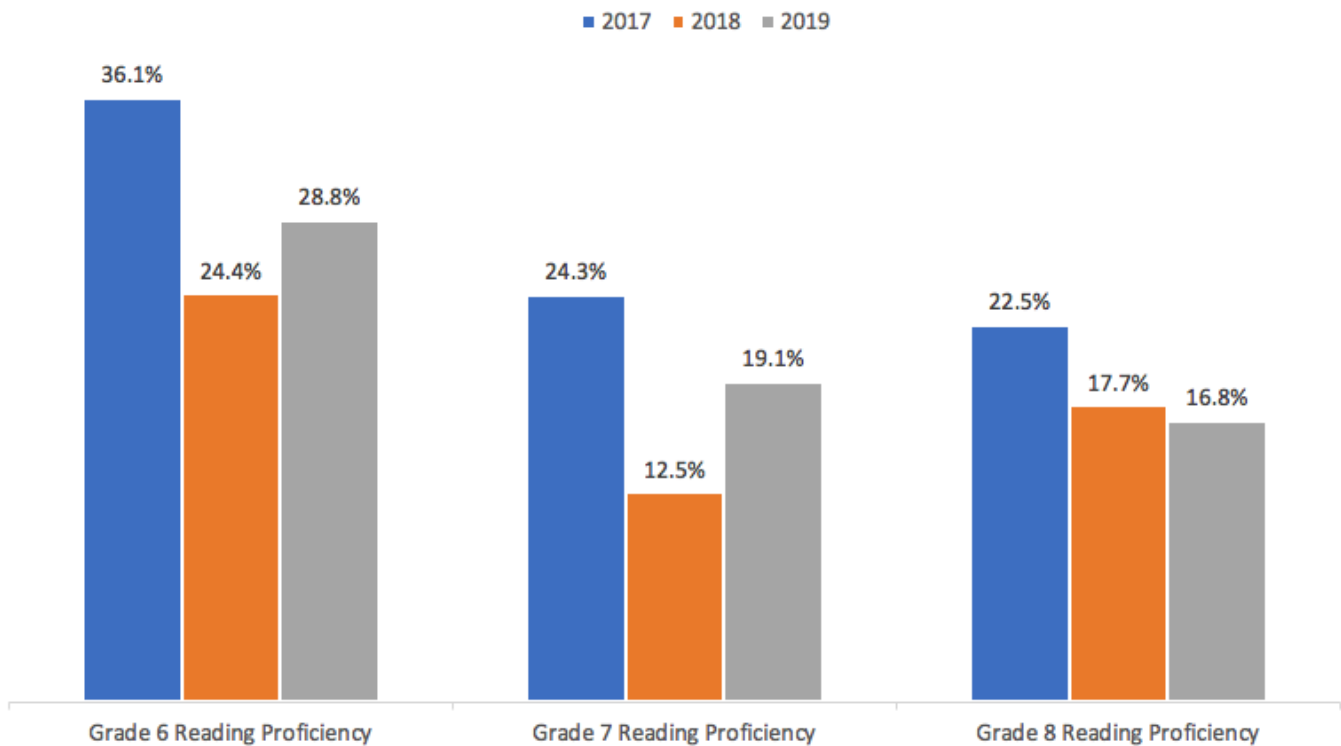
Brooklyn Center Middle School
State Reading Accountability Tests by Population



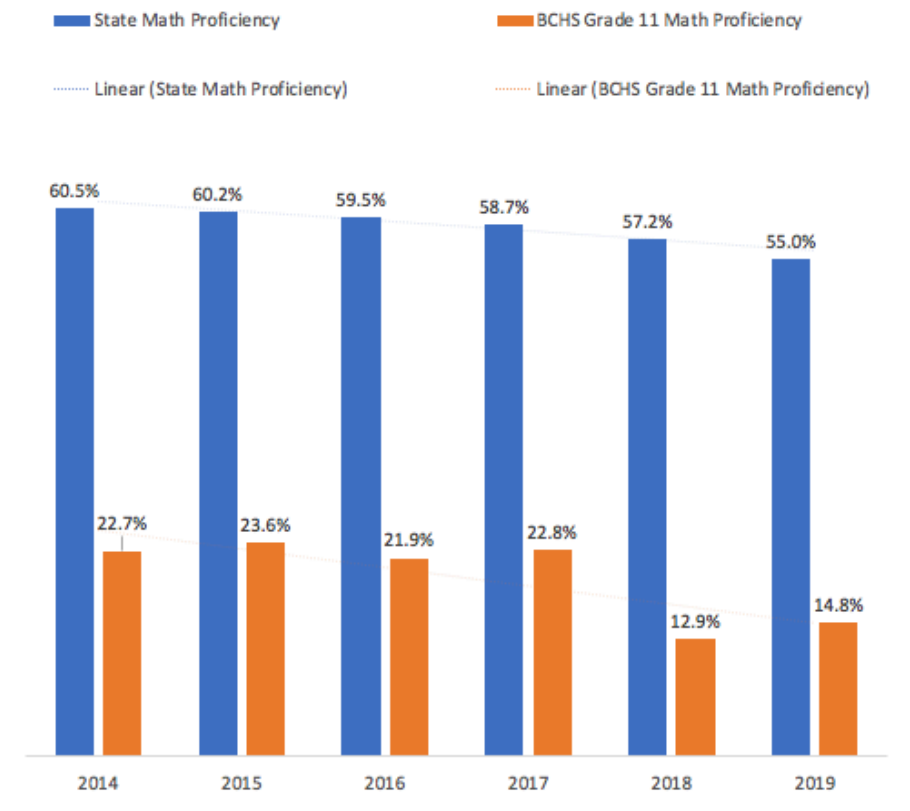
Brooklyn Center Middle School
State Math Accountability Tests by Grade



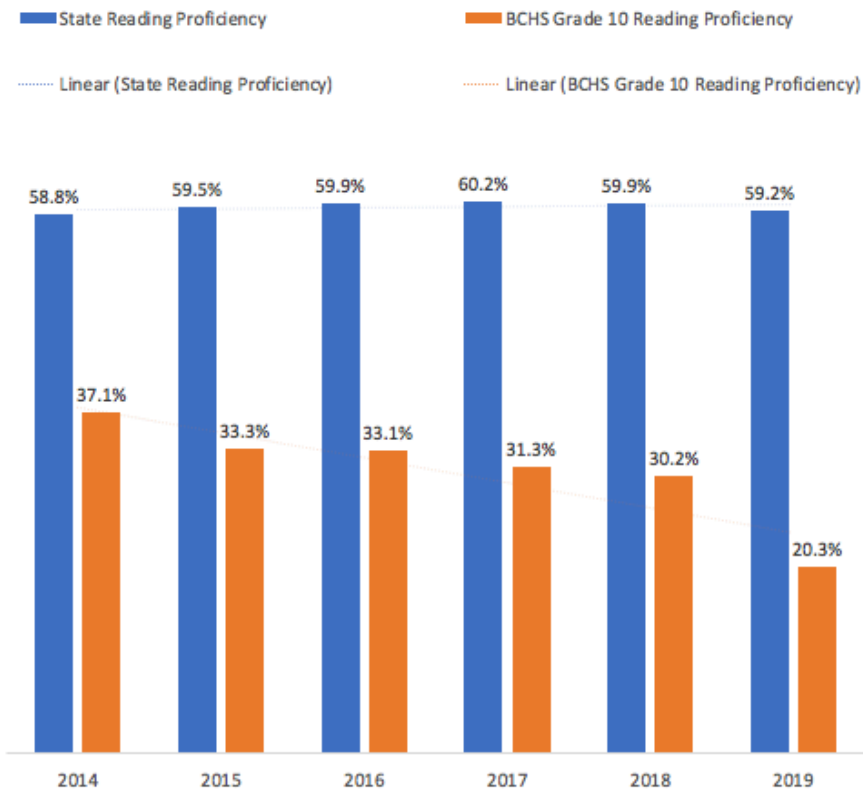
Brooklyn Center Middle School
State Reading Accountability Tests by Grade



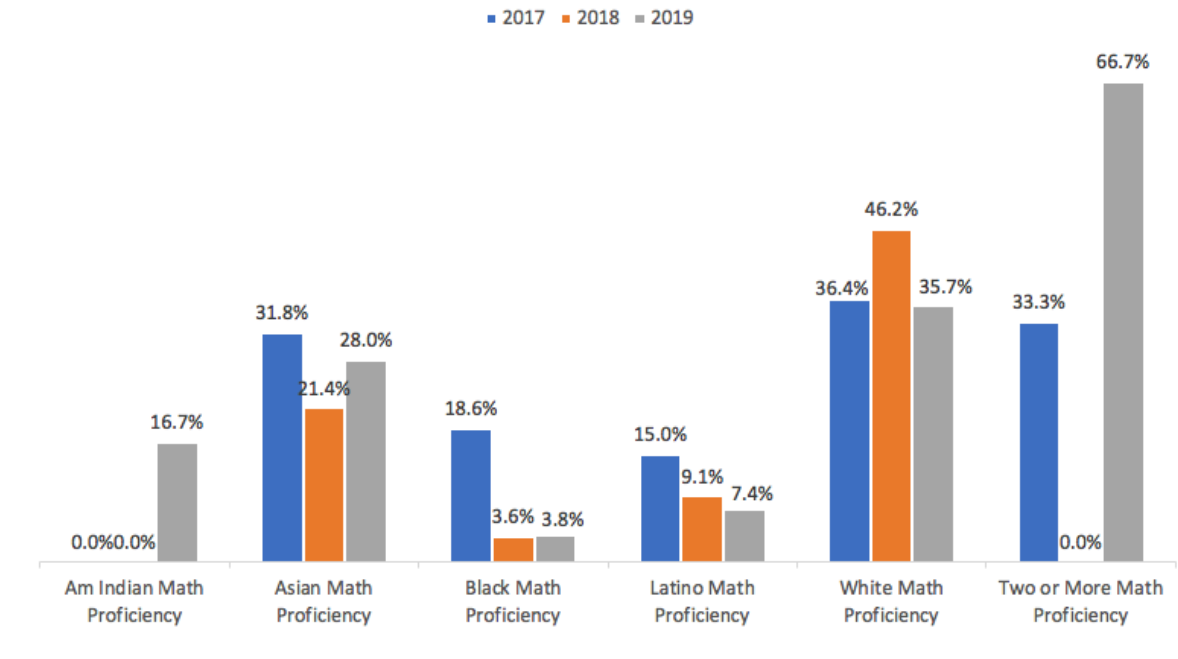
BC High School Math Accountability Tests



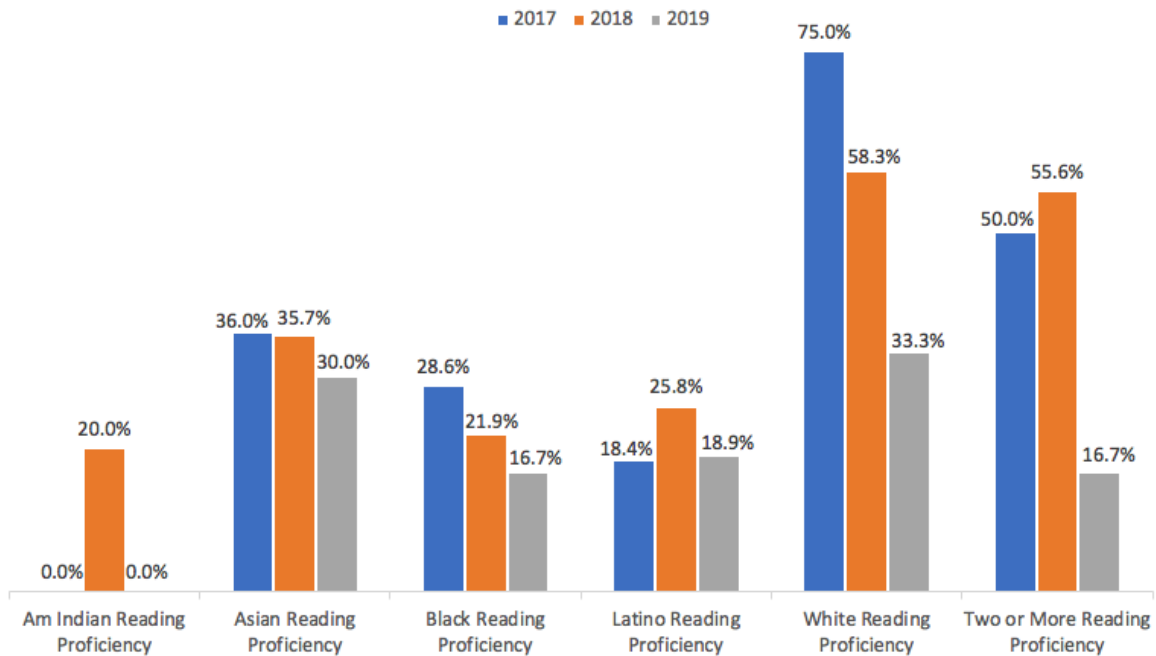
BC High School Reading Accountability Tests



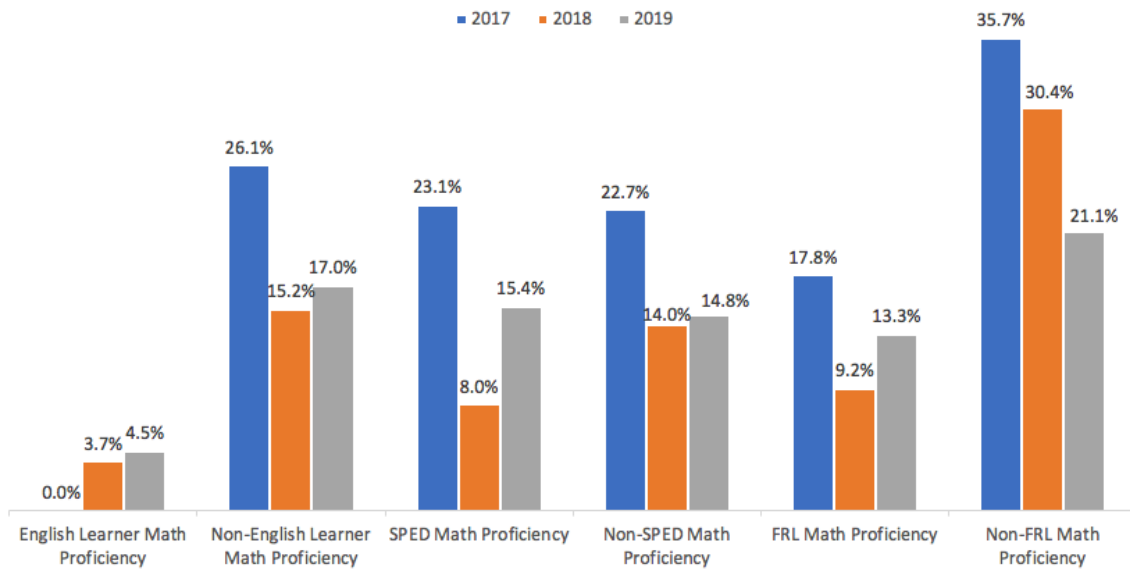
Brooklyn Center High School
State Math Accountability Tests by Race



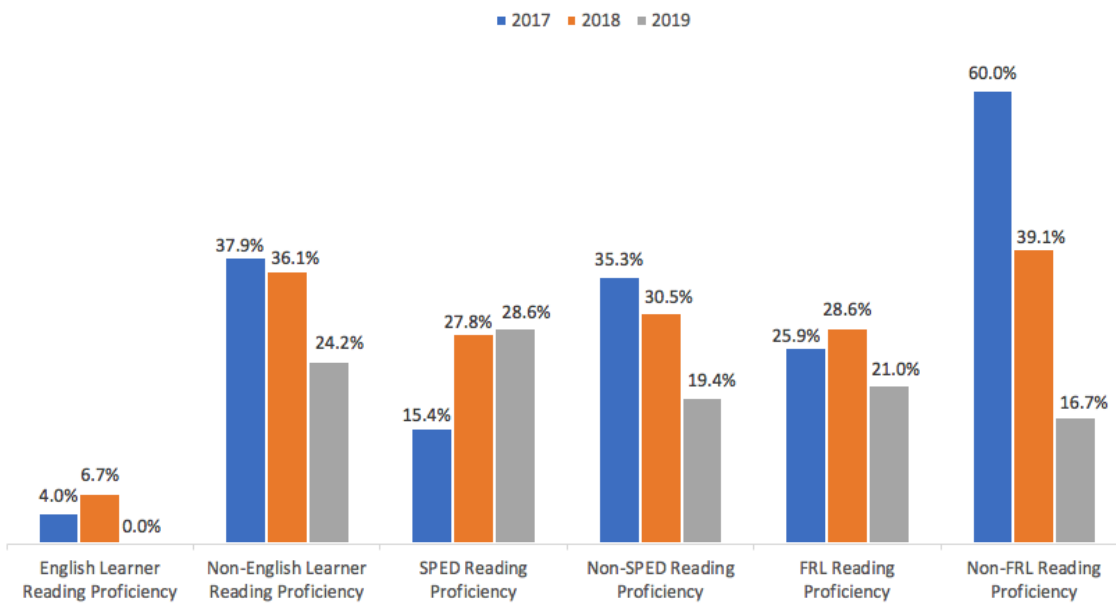
Brooklyn Center High School
State Reading Accountability Tests by Race



Brooklyn Center High School
State Math Accountability Tests by Population



Brooklyn Center High School
State Reading Accountability Tests by Population

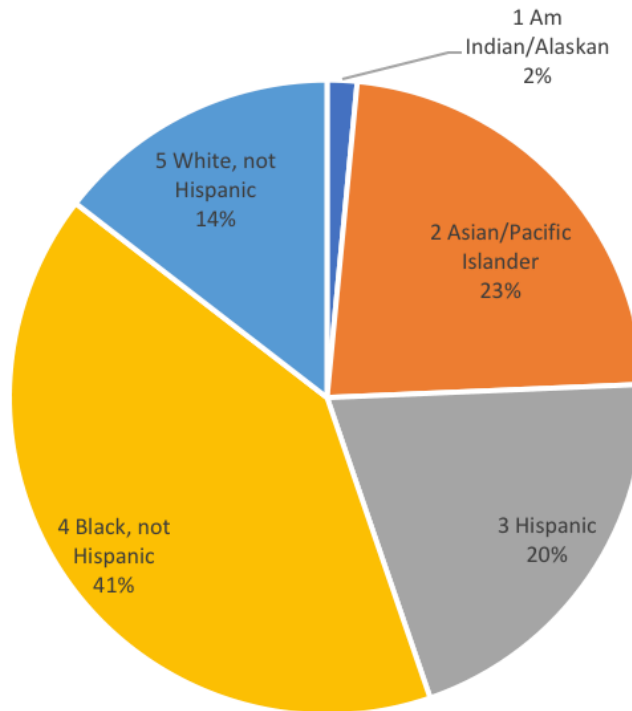


COLLEGE AND CAREER READINESS

COLLEGE PREPARATION

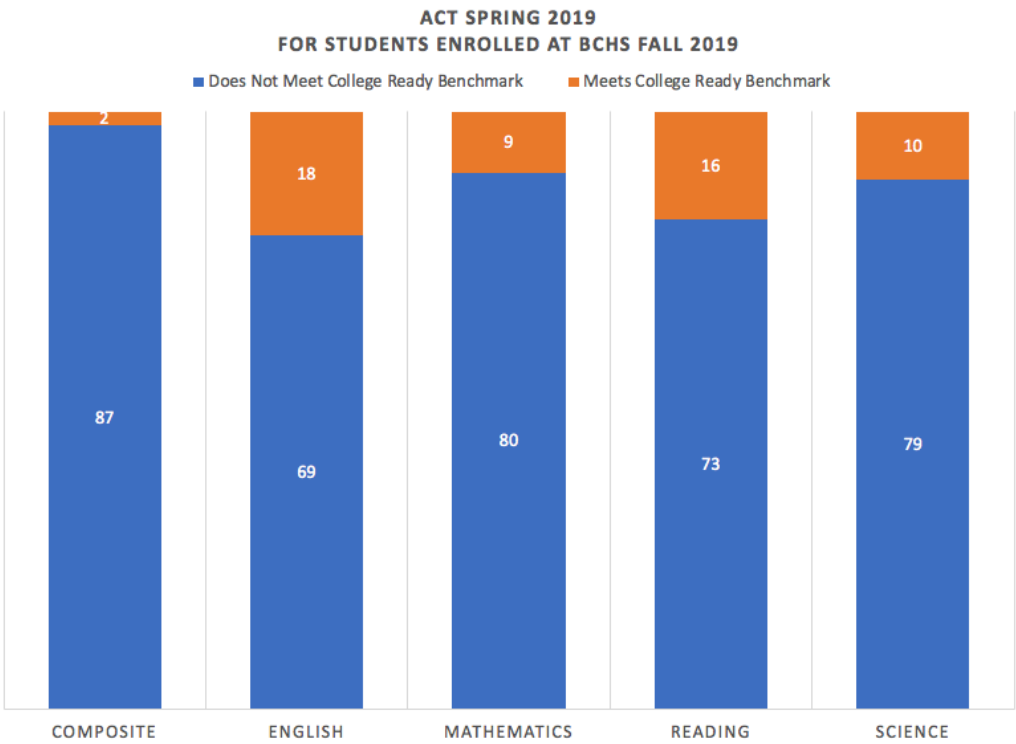
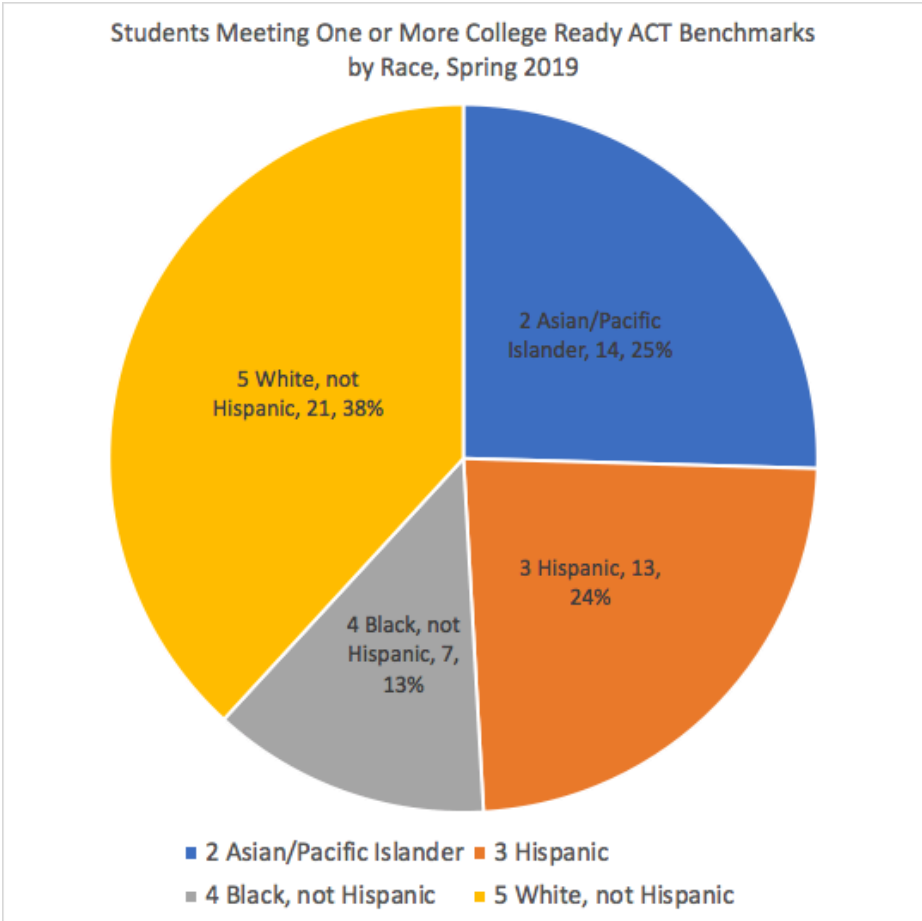
This fall, 91.8% (493 out of 537) Brooklyn Center High School STEAM students in grades 9-12 are registered for one or more college preparatory courses (courses that offer the opportunity to earn college credit in high school) this fall. Of these course enrollments, 21% of these students are going off campus to take their classes at the college of their choice, 62% are taking a STEM course (science, technology, engineering, or math), and the remaining 17% are taking either a CTE (Career and Technical Education) class or a core subject area course at the high school that offers college credit. The overall demographics of students taking a college prep course generally matches well with our overall student population. However, we do see some differences by race for students who leave campus to take their course at a college (more Asian and white) compared to those who take their courses at the high school (more balanced).

College Prep Course Enrollment by Race
Fall 2019



ACT SCORES

58.6% of students enrolled at Brooklyn Center High School STEAM met one or more college ready ACT benchmarks in the spring 2019, but only 2.2% met college ready benchmarks in all four subjects: English, mathematics, reading, and science.

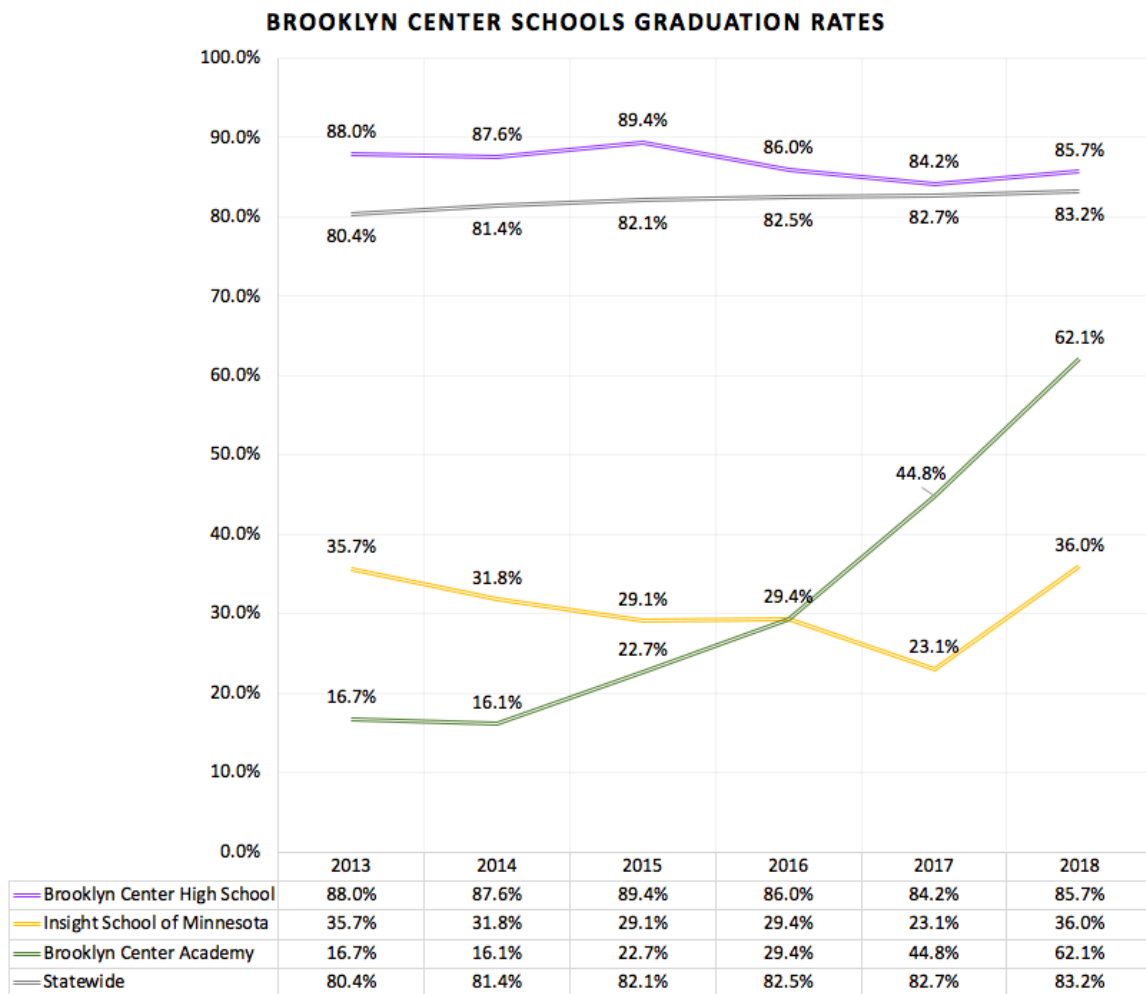


GRADUATION

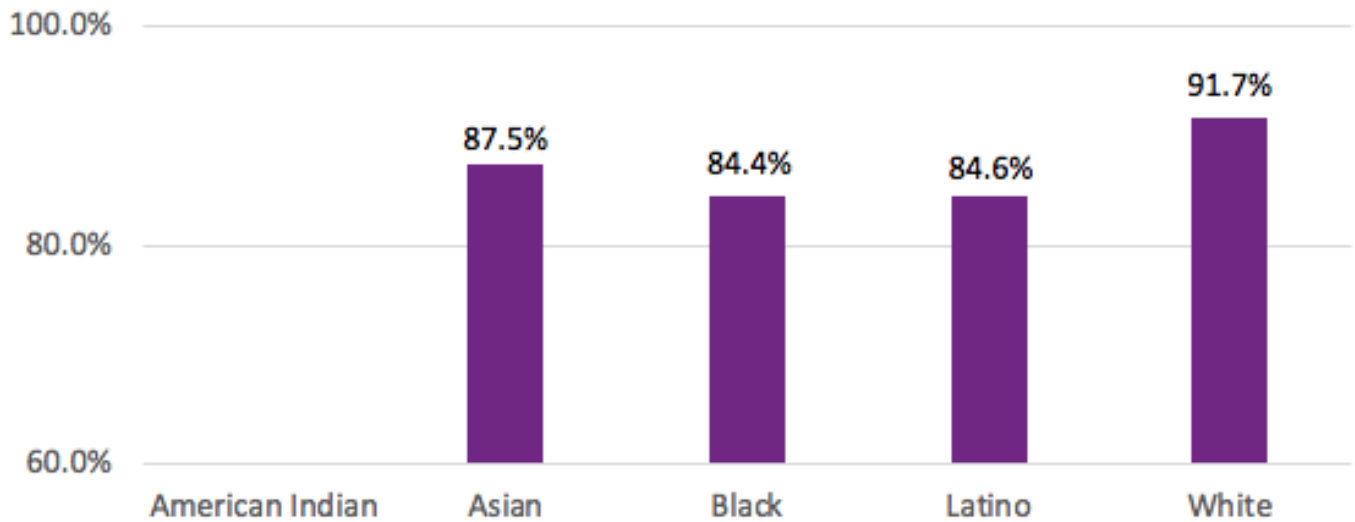
Brooklyn Center High School STEAM exceeded the state average in graduation rate by 2.5% in 2018, and has been exceeding the state average now for the past six years. The 2018 graduation rate from Brooklyn Center High School STEAM is 85.7%, up 1.5% from the prior year.

BCCS also has two alternative learning sites for students, Brooklyn Center Early College Academy and Insight School of Minnesota, an online learning school. Brooklyn Center Early College Academy has had an amazing upward trend in graduation rates, up 17.3% in one year, and 32.7% in the past two years to 62.1% in 2018. Insight School of Minnesota had a dip in graduation rate in 2017, and was able to bring this back up 12.9% in 2018, to their highest graduation rate ever of 36.0%. This is significant considering the school has been growing exponentially, especially in their senior population, and we have never had more students than we do now at that school. Overall, we have a very positive story to tell around overall graduation rates in BCCS.

In addition, the drop-out rate at Brooklyn Center High School STEAM of 1.8% is 3.1% lower than the state average of 4.9%. The drop-out rate at our two alternative learning schools is higher (12.28% at Insight and 13.79% at the ECA).

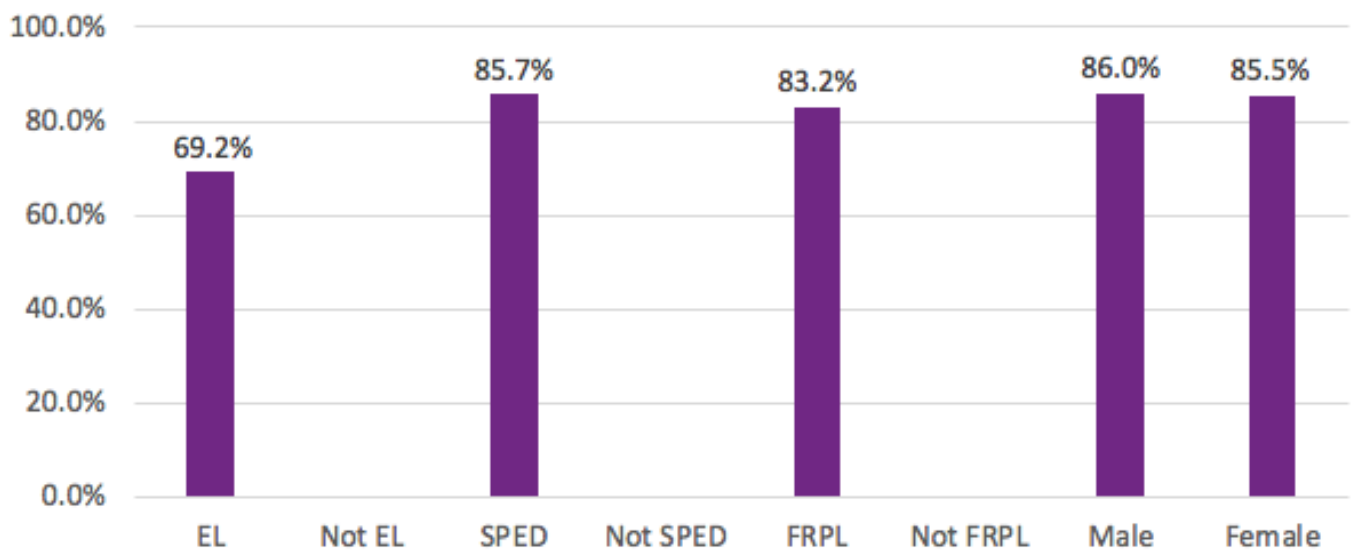


Graduation Rate by Race Brooklyn Center High School 2018



No students identified as Native American in the Class of 2018

Graduation Rate by Population Brooklyn Center High School 2018



CONCLUSION

As a Full-Service Community Schools district, BCCS seeks to support the academic, social and emotional, and physical development of the children in our community and enrolled in our schools. We have a growing set of partnerships between our schools and community organizations to provide educational, enrichment, and support services to our children and families. It is important to us to eliminate barriers to learning and to support and serve the whole child. We are committed to growing and learning as a community with students, staff, and families. In the spring, the core planning team met to review progress and set specific goals for the upcoming school year. This year, we will focus on the following priorities:

- Strategy 1: Trust Through Transparency
- Strategy 2: Commitment to Racial Equity
- Strategy 3: Social Emotional Learning
- Measurement: Moving the Needle

Work groups are being formed to complete the work identified under each priority.

Strategy #1

We will ensure that every employee and community partner understands and supports the core values and the collective stewardship of our mission.

Focus for 2019-2020: Trust through Transparency

We will work to gain and build trust with all community stakeholders

- Establish recurring onboarding opportunities for new staff and new students
- Expand listening sessions to include other leaders
- Extend multifaceted communication that is culturally responsive and resourced

Strategy #2

We will implement culturally responsive practices to identify and eliminate biases, both internally and externally, that impede the achievement of our mission.

Focus for 2019-2020: Define and Declare our Commitment to Racial Equity

We will deepen our racial equity work through the following projects:

- Write an equity plan
 - » Establish a District Equity Team
 - » Identify next equity partnership
 - » Create racial affinity groups for staff and students
- Implement an Equitable Access Plan
 - » Build the Grow Your Own program
 - » Supporting new teachers
 - » Recruitment and retention of staff

Strategy #3

We will align all educational programs and services to ensure achievement of our mission.

Focus for 2019-2020: Social Emotional Learning

The work of our mission includes the development of knowledge, life skills, global perspectives. Social emotional skill development lives at the heart of life skills. We have a responsibility to teach our students how to problem solve, work with others, develop empathy, and advocate for themselves and others.

- Create implementation team to drive the work, which includes existing intra- and inter- personal rubrics
- Embed and train staff about restorative practices, which includes creating alternative pathways to solving problems and student discipline
- Focus energy and effort on deepening our restorative practices and systems for positive behavior support while prioritizing school safety

Measurement of the Strategic Plan

Focus for 2019-2020: Moving the Needle

We will identify methods to measure the success of our work

- Growth picture: Analytics and Response to Intervention
- Proficiency and Growth measures (Testing): Our assessment scores do not reflect the potential of our young people or our commitment as professionals. Proficiency scores have declined each year for the past four years. We must move the needle on student achievement.
- Dashboard analysis: We will introduce a dashboard to teachers, leaders, and families to monitor student progress from both a macro- and micro-leveled picture.



We anticipate that the work initiated this year will set our district on the path to increase student and family connectedness, increase student voice, improve student achievement, and increase staff connectedness. We are revolutionizing our approach to behavior management, student intervention and progress monitoring, and redefining all our work with a focus on equity.



Brooklyn Center Community Schools

6300 Shingle Creek Pkwy, Suite 286

Brooklyn Center, MN 55430

(763) 450-3386

www.BCCS286.org