



# BROOKLYN CENTER WORLD'S BEST WORKFORCE PLAN

The mission of Brooklyn Center School District #286 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



## Diverse Perspectives Create a Unified Vision

Brooklyn Center enlisted more than 250 students, parents, staff, and community members to participate in our strategic planning process, with the core planning team reflecting the demographic make-up of the school district. Through special listening sessions held at Community Café events and surveys completed by staff, parents, and community members, we developed the strategy and measurements to bring our new strategic plan to life.



# Stronger Community, Equitable Classrooms, and Long-term Outcomes

This 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.

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 strength 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 sills to choose their path after graduation.

Goal

*Every student will demonstrate proficiency and growth in alignment with district requirements and state standards in the courses and programs in which they participate.*

## Mutual Trust

We will ensure that every employee and community partner understands and supports the core values and the collective stewardship of our mission. To achieve this, we will implement strategic multifaceted communication and practices to support and foster mutual trust among all employees and community partners. We will strengthen our on-boarding processes for employees and community partners to ensure better understanding and alignment with our core values. We plan to achieve a "steward mindset" to empower all employees and community partners to contribute to our mission and mission values.



# Culturally Responsive Framework

Brooklyn Center will implement culturally responsive practices to identify and eliminate biases, both internally and externally, that impede the achievement of our mission. A culturally responsive framework will be adopted to create an on-going collaborative process of continuous improvement. Every staff member will understand these practices and secure high expectations for every student to address and eliminate achievement disparities. These culturally responsive practices will be integrated into every classroom and department, and our schools will continually develop and refine skills to understand, identify, confront, and interrupt bias.

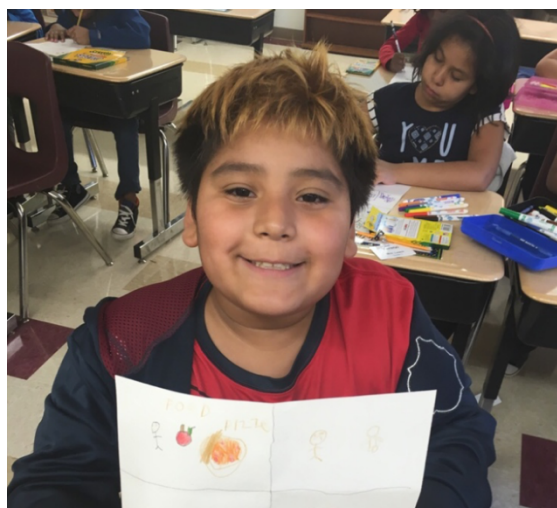
100% of district employees participated in the half-day *Journey to Responsiveness: Focus on Culture* training facilitated by Dr. Sharroky Hollie. This foundational learning focused on: defining cultural and linguistic responsiveness (CLR) and why it is important; identifying underserved populations; building knowledge of racial and cultural identity; understanding implicit bias; and introducing the VABB framework. The VABB framework supports transformation from a deficit-based model of practice to an asset-based model of practice by intentionally validating and affirming home language and culture as a foundation for building connections between home and school environments, while bridging and developing student capacity for academic and future college/career success.



*Every student will be equipped with life skills demonstrated through constructive personal, social, and civic interactions.*

## Life Skills

In order to meet our World's Best Workforce goals, we will need to support students with the intrapersonal (self-awareness, self-management, decision-making) and interpersonal skills (social awareness, relationship skills, civic interactions) for each student to reach their own potential and be successful in life beyond high school. Our district developed two self-assessment rubrics (based on the work from the **Collaborative for Academic, Social, and Emotional Learning** and other sources). We believe that explicitly addressing and teaching these social and emotional skills will result in higher academic performance, improved outlook and behavior, and reduced emotional stress for our students. Students who are skilled in these areas will have the confidence, perseverance, and decision-making skills to successfully navigate school, college, and their chosen careers.



All licensed staff participated in an additional half-day of *Responsive Classroom Management* training facilitated by Dr. Sharroky Hollie. This learning went beyond "mindset" to developing "skillset" and focused on: the connection between behavior and culture; recognition of one's own cultural lens and biases; and use of responsive strategies to proactively increase student engagement including strategic attention signals, protocols for responding and discussing, and movement activities. Every licensed staff member received a copy of Dr. Hollie's book, Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success (2011) to use as a resource for individual and collaborative development in their weekly professional learning communities (PLCs). After initial training, cadres of 10 elementary, 10 middle school, and 10 high school teachers were established.



# Program and Service Alignment and Evaluation



Brooklyn Center is committed to ensuring that all educational programs and services align to achieve our mission. We will develop and utilize a common language among students, families, and staff in order to support program and service alignment. We have articulated vertically and horizontally aligned Pre-K – 12 programs and services to reflect our core values and mission. A transparent system has been developed to evaluate all existing and proposed programs and services to ensure alignment with our core values and mission.

A district team designed a comprehensive evaluation tool to be utilized for evaluating all existing and proposed programs and services. The program evaluation tool is comprised of six indicators:

- 1) the program/service description - which includes alignment to our mission, core values, and cultural responsiveness;
- 2) readiness - which assesses stakeholder preparedness;
- 3) knowledge and skills - which assesses technical capacity to implement;
- 4) opportunity - which assesses adequate resources for successful implementation;
- 5) implementation with fidelity - which monitors for high quality implementation; and
- 6) impact - which assesses student outcomes.

In just the last year, 41 licensed staff participated in the program evaluations. This process has led to transition from an International Baccalaureate district to a STEAM (Science, Technology, Engineering, Arts, Mathematics) district, the expansion of our AVID programming, arts sequencing and course revisions to provide increased elective options for secondary students, and the discontinuation of a separate Personal Finance requirement (instead those standards are placed back into high school economics), and moving the life skills curriculum from a series of isolated retreats to a more integrated district-wide program.

# Integrated and Balanced Assessment System

Brooklyn Center has designed and is implementing an integrated and balanced assessment system that allows us to measure student proficiency and growth on district and state standards. To accomplish this, Curriculum Action Committees have been formed in each subject area to examine, align, and strengthen our curriculum, instruction, and assessments. To meet student needs, to close gaps, and to ensure that all students achieve, we first must examine the fundamental instructional programs in each subject area. Adjusting programming in the classroom, particularly in core content areas, is a critical first step in helping all students succeed, and will provide a strong “tier 1” base for our multi-tiered system of supports.



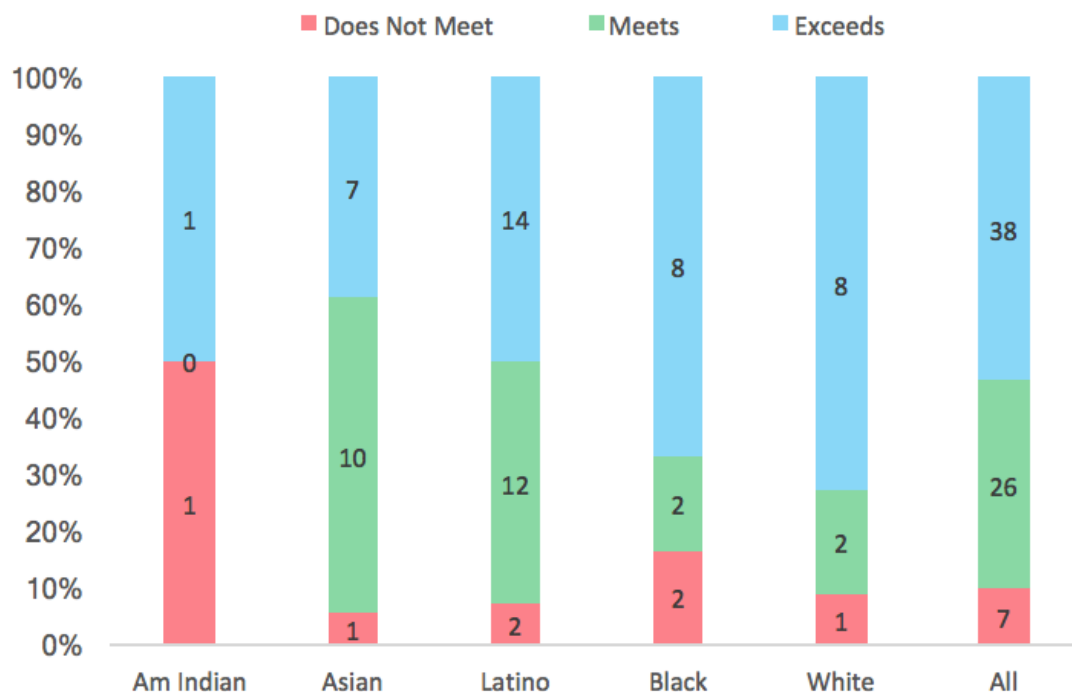
A balanced assessment system is necessary in school districts because state assessment systems that focus on once-a-year summative testing do not provide sufficient information to improve student learning and school capacity. The system should be balanced between accountability and support of learning. There are six types of assessment in a balanced system: screener, benchmark, diagnostic, progress monitoring, summative, and formative.

At the February District Professional Development Day, teachers participated in Balanced Assessment training, focused on understanding a balanced assessment system, learning different types of assessment and their purposes, gaining deeper understanding of formative assessment in the classroom, and learning actionable formatives and ideas for data collection systems. The last two are connected to the *5D+ Rubric for Instructional Growth and Teacher Evaluation*, which is used as part of the annual teacher observation cycle in the district. The powerpoint and training was differentiated for elementary and secondary teachers, and teachers learned how each of the current assessments used in the district fits into a balanced system.

Also this year, the district adopted FAST, which is a comprehensive assessment system through FASTbridge Learning. FAST includes an adaptive reading and math test that serves as our screener and benchmark, and then includes additional tools that teachers can use for progress monitoring. Teachers participated in FAST training in August during Kick-Off week.

# All Students Ready for School and Reading by Grade 3

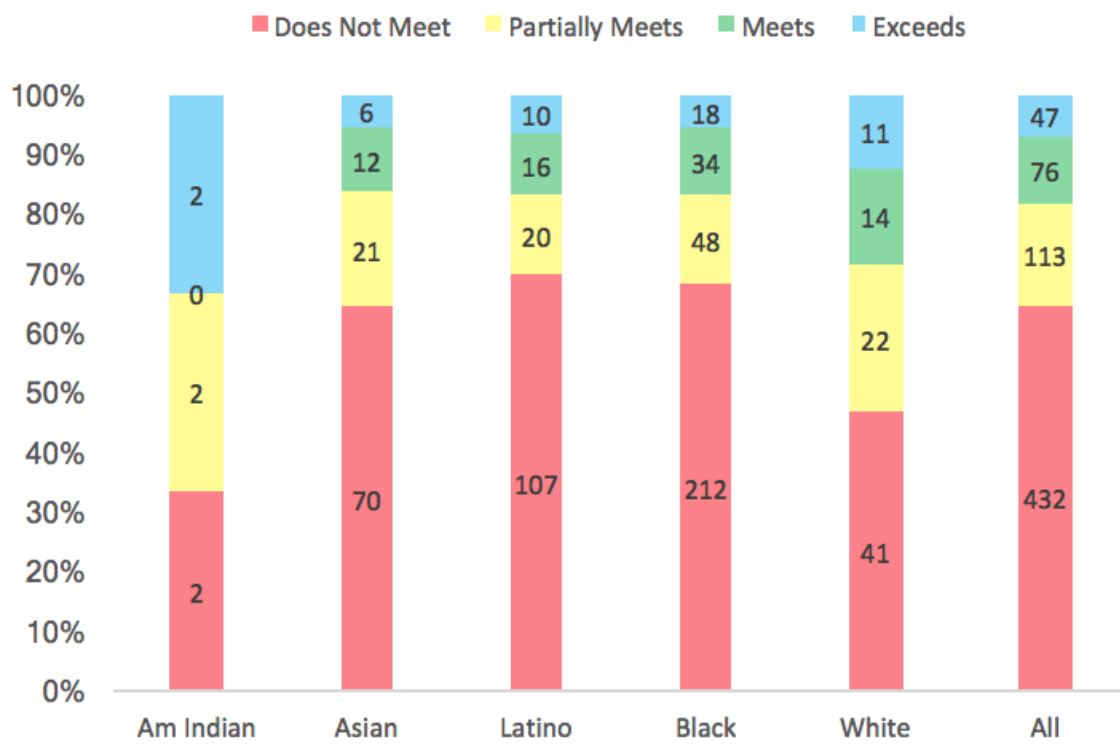
**Voluntary PreK STEP Reading Proficiency by Race  
Spring 2016 - 2017**



Our World's Best Workforce Plan is aligned with our Voluntary PreK Measuring Impact Plan, and to assess school readiness, these plans set a goal of 95% of our students to reach the "Pre-Read" level by the end of PreK on the STEP reading assessment. In the 2016 - 2017 school year, 90.14% of our students reached this level. Seven students missed this goal. Of the students who did not meet the school readiness goal, 100% were participating in the Free and Reduced Lunch program.

Our Local Literacy Plan is aligned with our World's Best Workforce Plan and sets the goal for raising the percentage of our grades K - 3 students who meet grade level proficiency 3.5% from 26.9% in 2015 - 2016 to 30.4% in 2016 - 2017. However, only 18.4% of our grade K - 3 students met grade level proficiency, which is a significant decline from the prior year. 14.9% of our students who did not meet reading proficiency had a special education IEP, and only 3.3% of our students who did meet grade level reading proficiency had a special education IEP. In addition, 85.5% of the students who did not meet proficiency participated in the Free and Reduced Price Lunch program, but only 69.1% of the students in grades K - 3 who did meet grade level proficiency participated in the program. We see low proficiency across races, indicating that our work needs to continue to be focused on raising proficiency for all students by improving the core reading curriculum and instruction and supporting our staff in culturally relevant instructional practices.

### K- 3 STEP Reading Proficiency by Race Spring 2016 - 2017



### K- 3 STEP Reading Proficiency by Grade Spring 2016 - 2017



# Achievement Gap Reduction



Brooklyn Center as a district has seen a rapidly shifting population since 2013. In just those few years, since 2013, our white student population has dropped 7.4% (from 19.4% to 12% of our total population), and our Hispanic population has grown 6.2% (from 17.8% of our population in 2013 to 24% of our population currently). Overall, our population of students of color rose 7.4% and our students receiving free and reduced lunch rose 8% from 2013 to 2017. At Earle Brown Elementary in grades 3 – 5, the percentage of our students who were proficient on our reading MCAs remained approximate the same from 2016 to 2017, dropping 0.1% from 32.7% proficient in 2016 to 32.6% proficient in 2017. Our overall elementary math proficiency dropped 6.6% from 36.1% in 2016 to 29.5% in 2017. This was the result of a particular decrease in proficiency in grades 3 (dropped 14.4%) and 5 (dropped 11.9%), but we saw a slight improvement in grade 4 (increased 6.6%).

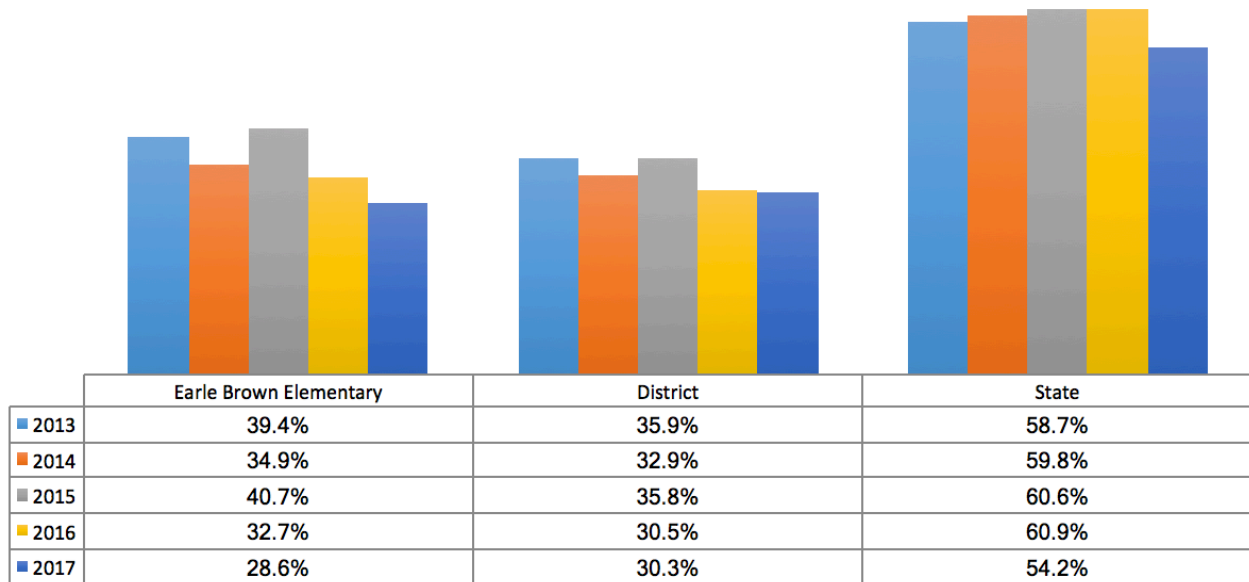
Overall reading proficiency for students in grade 6 – 8 rose from 3.1% from 2016 to 2017 from 27.0% to 30.1%. However, our trend data shows our reading proficiency level for these grades in the 27% - 31% range for the past five years. Our overall proficiency in math for grades 6 – 8 remained approximately the same, dropping 0.5% from 17.6% proficient in 2016 to 17.1% proficient in 2017. In 10<sup>th</sup> Grade Reading, we see a decrease in the percent proficient from all prior years of the assessment to 2017, a difference of 4.4% lower proficiency from 2016 to 2017. In general, our scores in 10<sup>th</sup> grade reading have remained at the 33 – 34% level the past three years. In 11<sup>th</sup> Grade Math, we see a very slight increase of 0.3% from 2016 to 2017. In general, our scores in 11<sup>th</sup> grade math have always been around the 23 – 24% level, with the exception of one year (2013). We would like to change this pattern to see a gradual increase, instead of consistent low performance.

As a district, we raised reading proficiency for Asian students by 9.1% and Hispanic students by 5.6% from 2013 - 2017. We also decreased the achievement gap by 27.8% for Asian students, 24.3% for Hispanic students, 13.6% for black students, and 2.5% for students participating in the FRL program. However, we saw a decrease in overall proficiency by 1.6% and a decrease in proficiency of our white student population by 18.8% during this time frame. Because our proficiency remains below the state average, we continue to focus as a district on raising Tier 1 Reading core curriculum for all students.

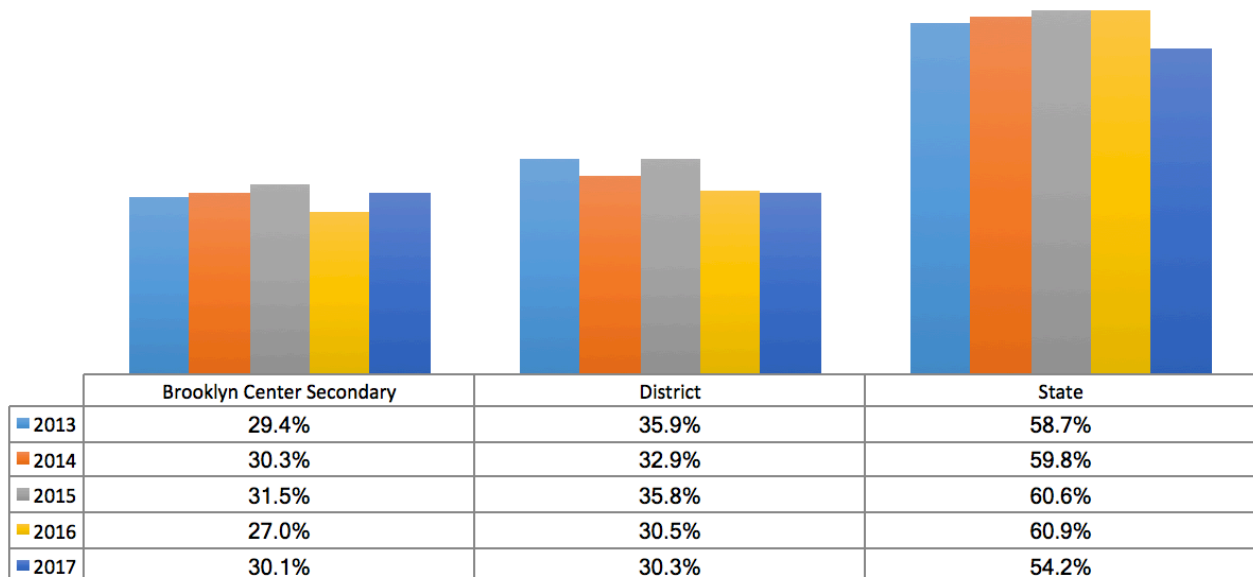
While we decreased the achievement gap in Math by 1.8% for American Indian students, 16.5% for Asian students, 8.6% for Hispanic students, and 14.4% for black students, we saw a decrease in overall proficiency for all student populations during the 2013 - 2017 time frame. During this time, we revised our math scope and sequence district wide, completed a full math curriculum audit, and began training our teachers in culturally responsive practices. Our proficiency remains below the state average, and we will continue to focus as a district on raising Tier 1 Math core curriculum for all students.



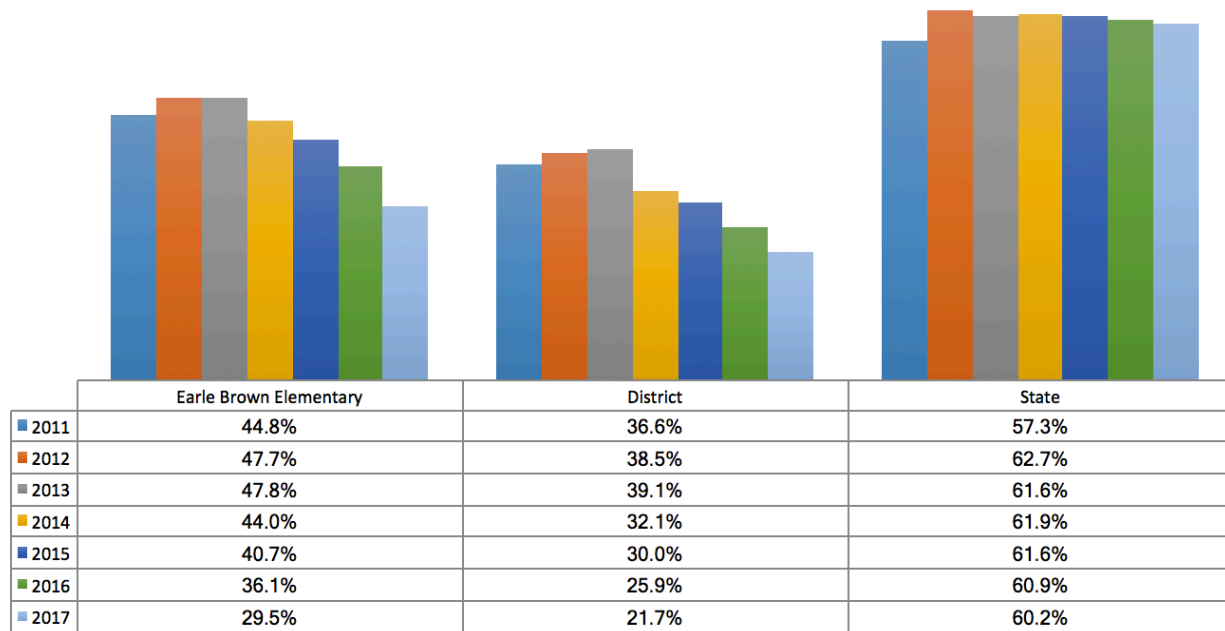
### Earle Brown Elementary Reading Proficiency on all MCA-III, MTAS, MOD



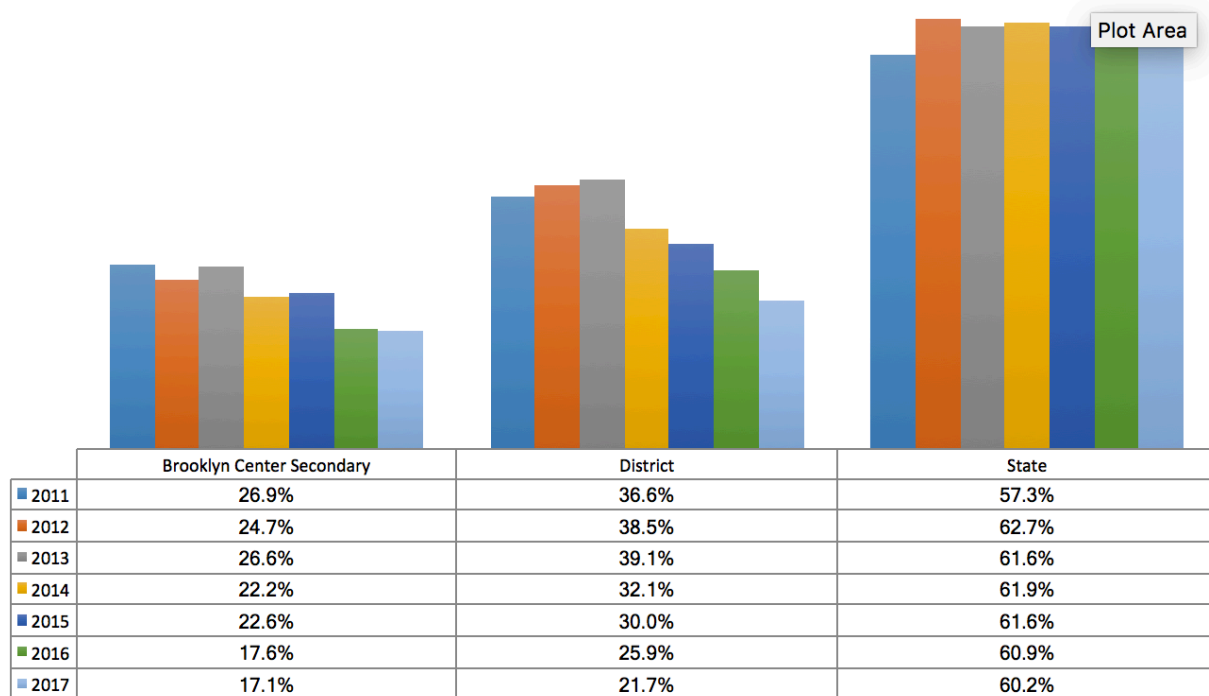
### Brooklyn Center Secondary Reading Proficiency on all MCA-III, MTAS, MOD



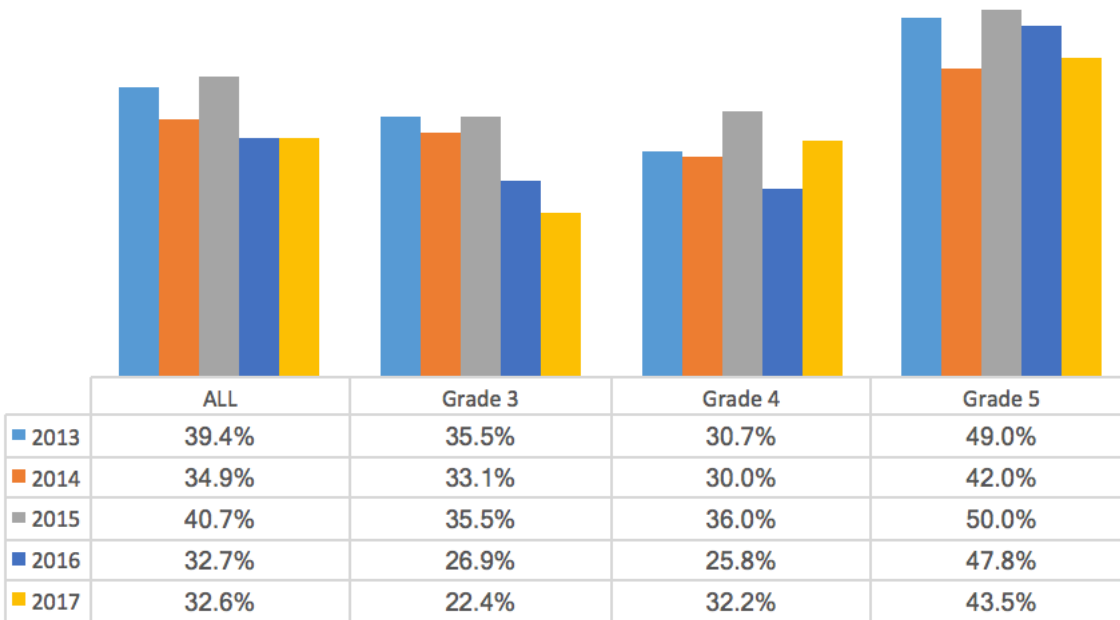
**Earle Brown Elementary**  
**Math Proficiency on All State Accountability Tests (MCA, MTAS, MOD)**



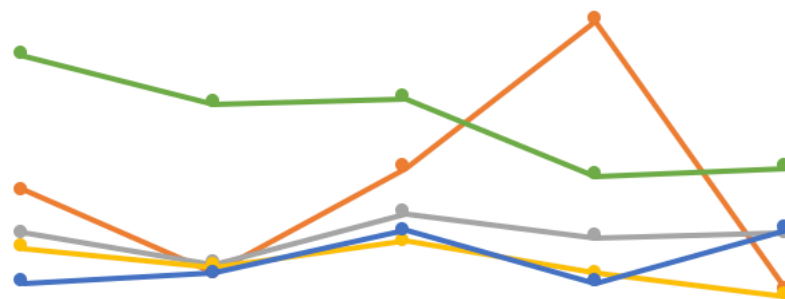
**Brooklyn Center Secondary**  
**Math Proficiency on All State Accountability Tests (MCA, MTAS, MOD)**



### Earle Brown Reading Proficiency by Grade Level on All State Accountability Tests (MCA-III, MOD, MTAS)

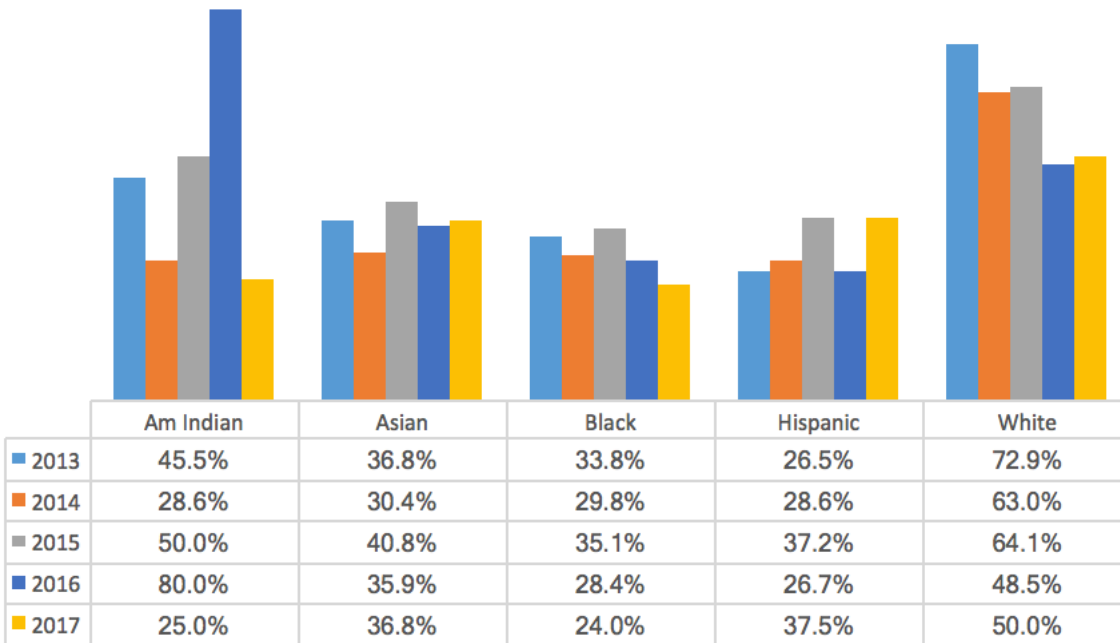


### Earle Brown Reading Proficiency by Race on All State Accountability Tests (MCA-III, MOD, MTAS)

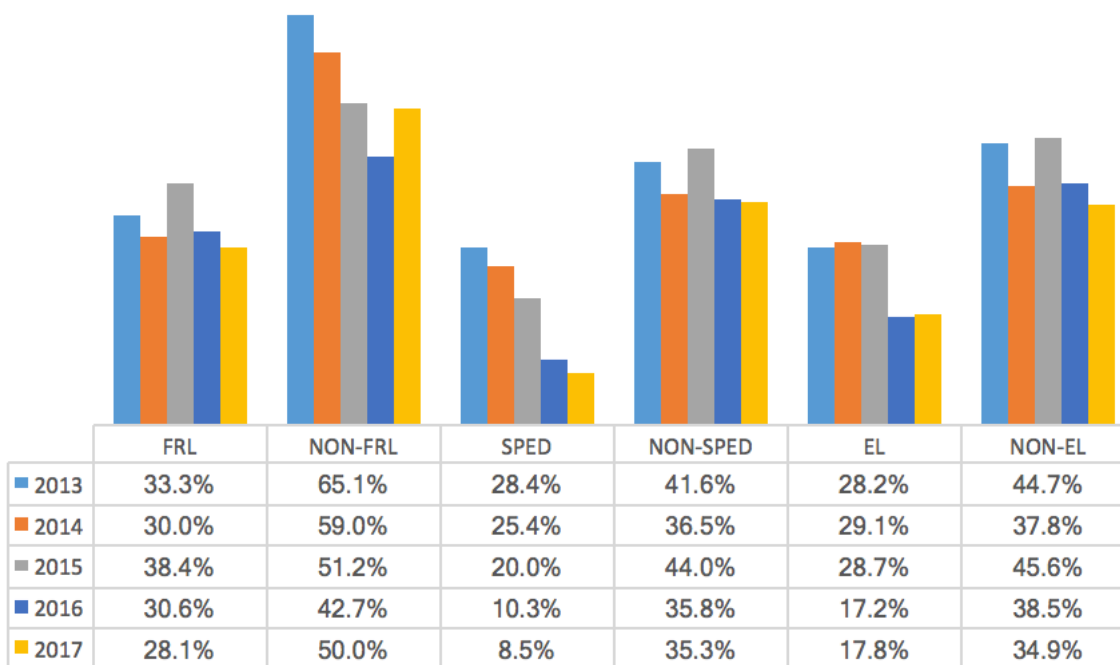


	2013	2014	2015	2016	2017
Am Indian	45.5%	28.6%	50.0%	80.0%	25.0%
Asian	36.8%	30.4%	40.8%	35.9%	36.8%
Black	33.8%	29.8%	35.1%	28.4%	24.0%
Hispanic	26.5%	28.6%	37.2%	26.7%	37.5%
White	72.9%	63.0%	64.1%	48.5%	50.0%

### Earle Brown Reading Proficiency by Race on All State Accountability Tests (MCA-III, MOD, MTAS)

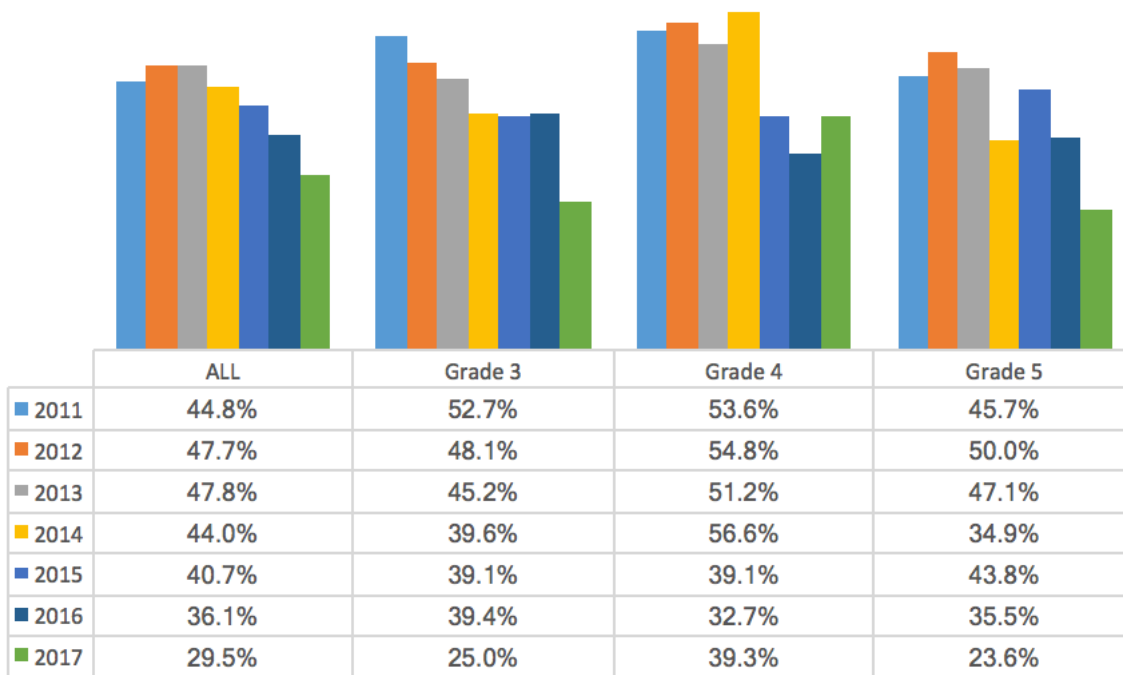


### Earle Brown Reading Proficiency by Special Population on All State Accountability Tests (MCA-III, MOD, MTAS)

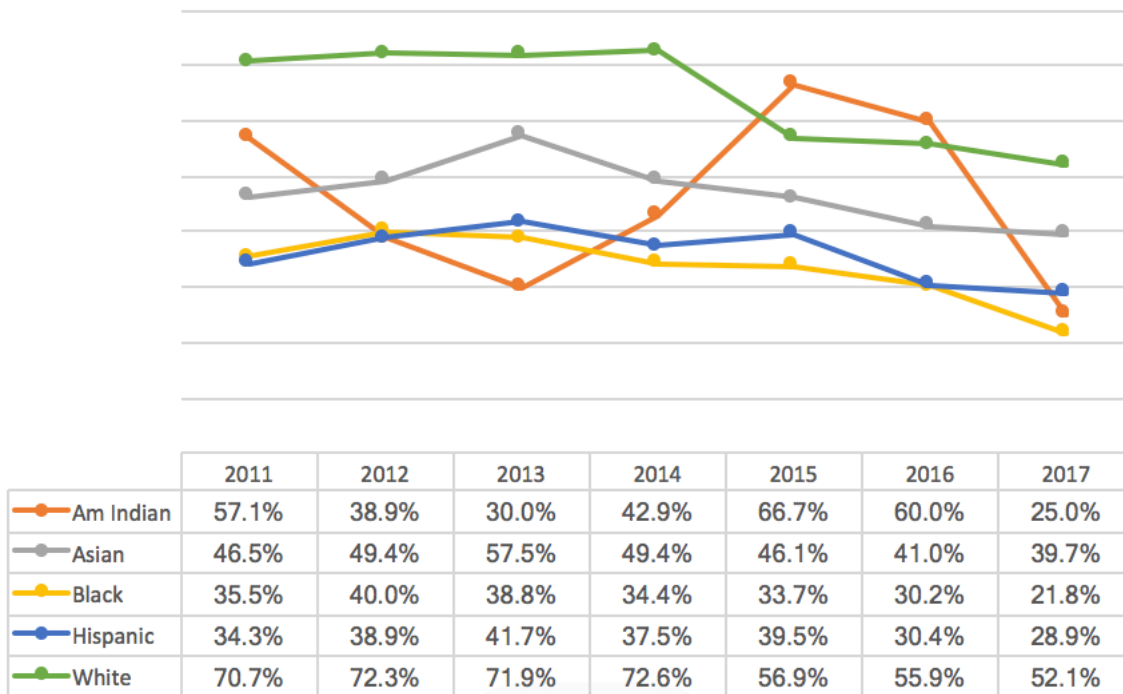




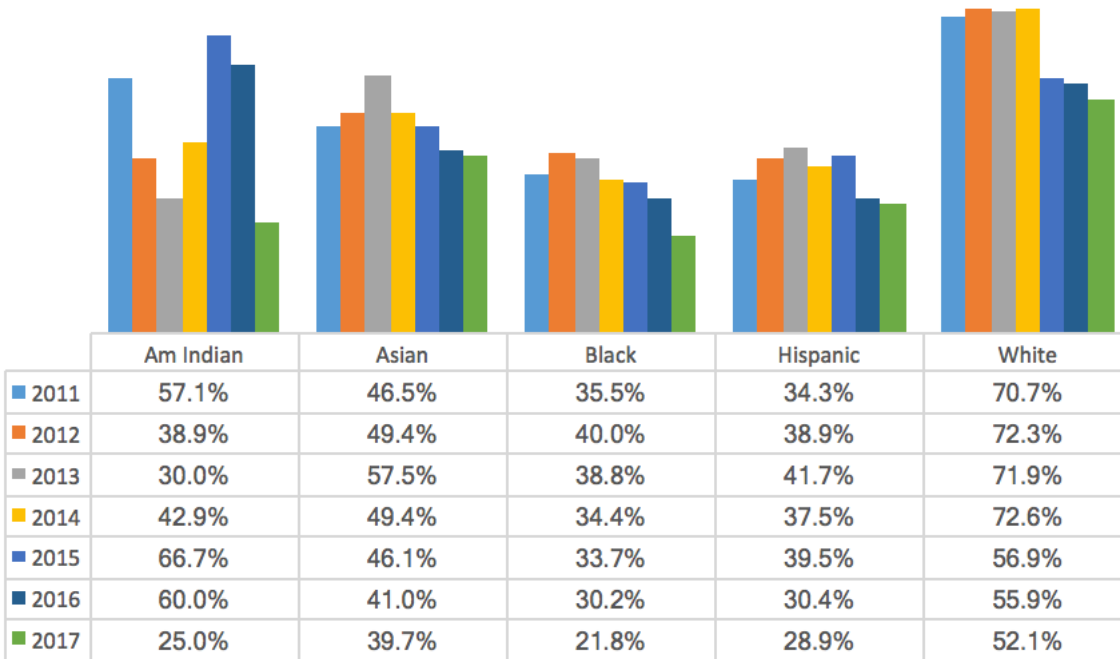
### Earle Brown Math Proficiency by Grade Level on All State Accountability Tests (MCA-III, MOD, MTAS)



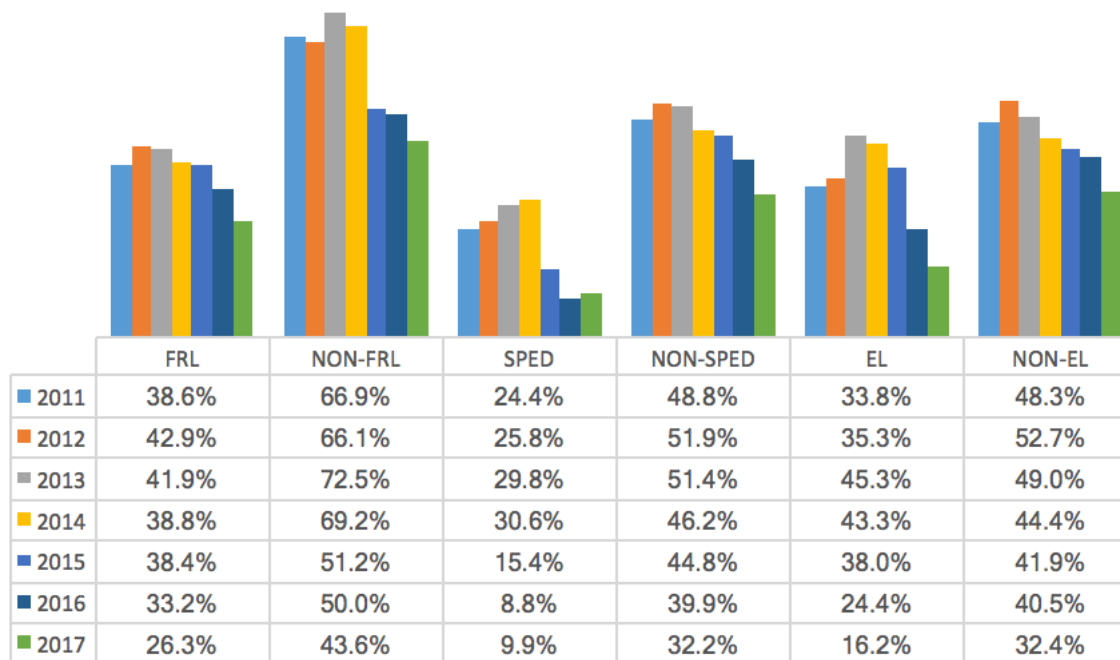
### Earle Brown Math Proficiency by Race on All State Accountability Tests (MCA-III, MOD, MTAS)



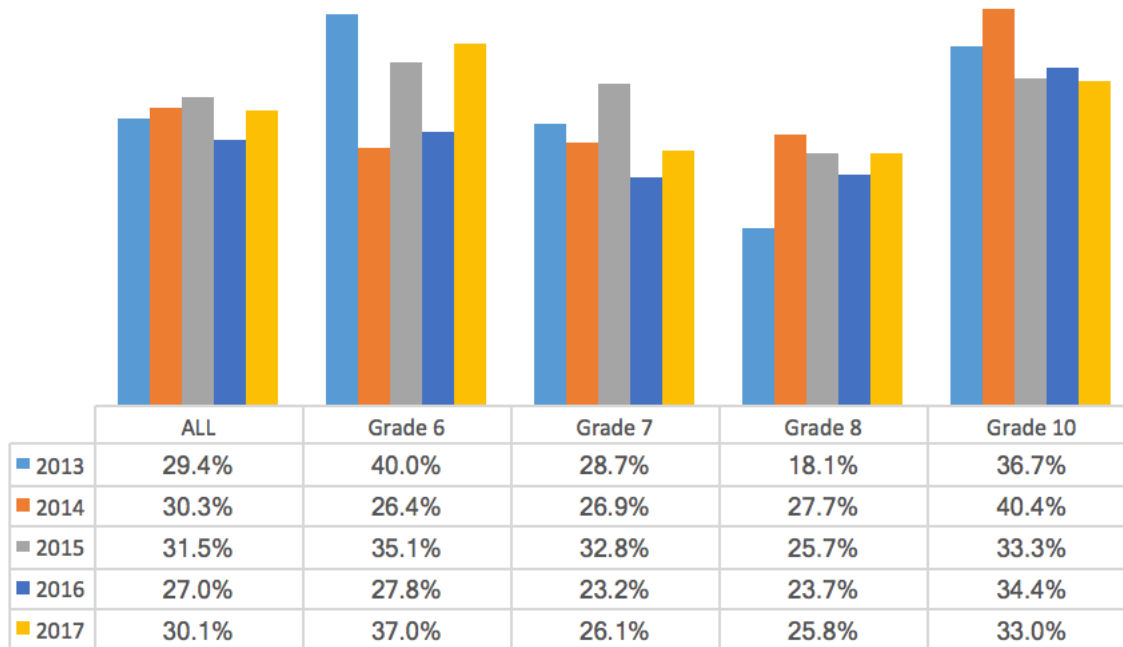
### Earle Brown Math Proficiency by Race on All State Accountability Tests (MCA-III, MOD, MTAS)



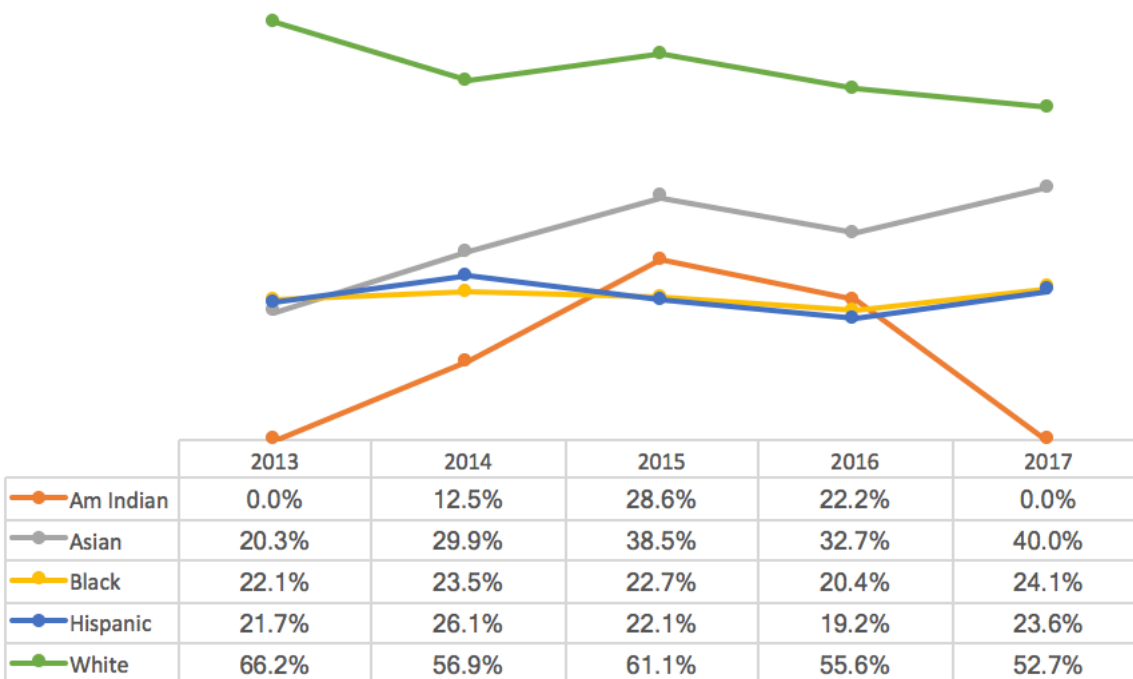
### Earle Brown Math Proficiency by Special Population on All State Accountability Tests (MCA-III, MOD, MTAS)



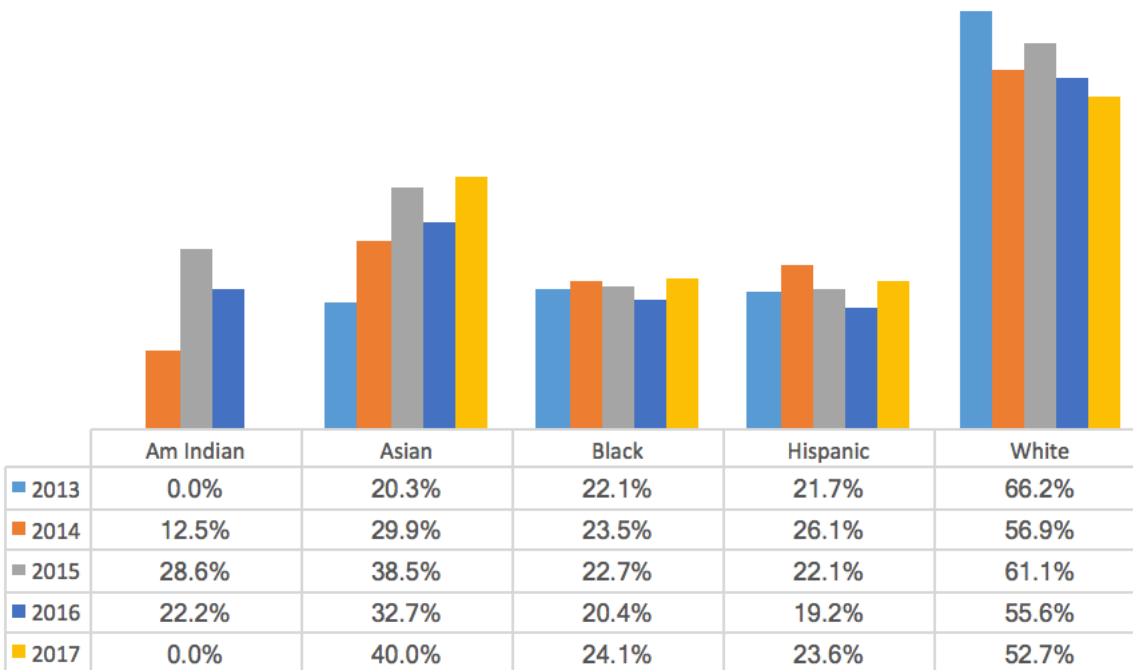
### BC Secondary Reading Proficiency by Grade Level on All State Accountability Tests (MCA-III, MOD, MTAS)



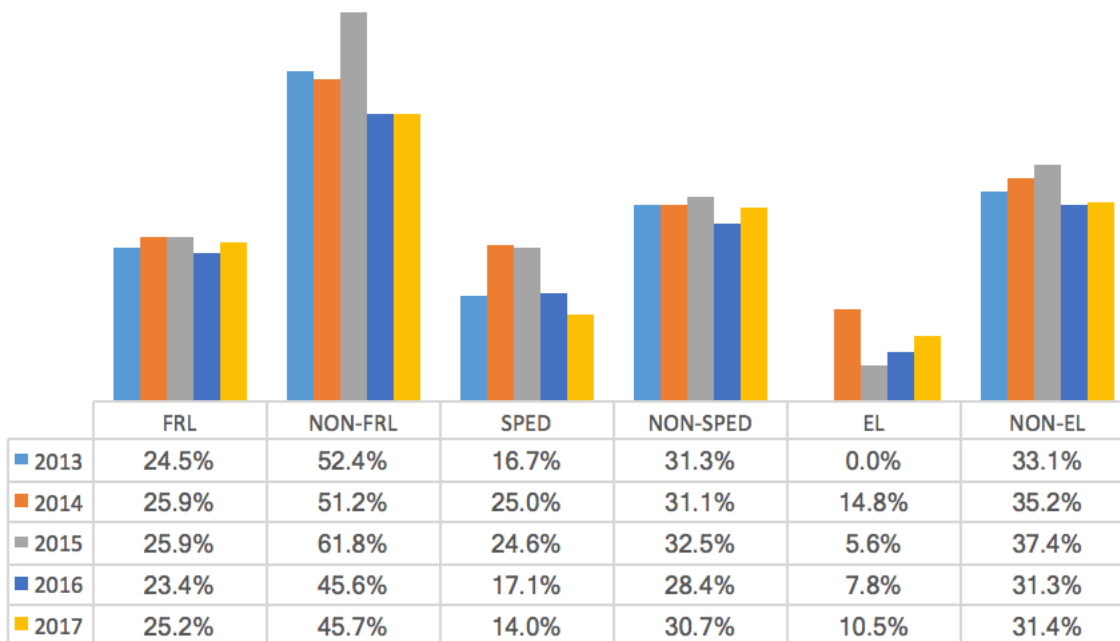
### BC Secondary Reading Proficiency by Race on All State Accountability Tests (MCA-III, MOD, MTAS)



**BC Secondary Reading Proficiency by Race  
on All State Accountability Tests (MCA-III, MOD, MTAS)**

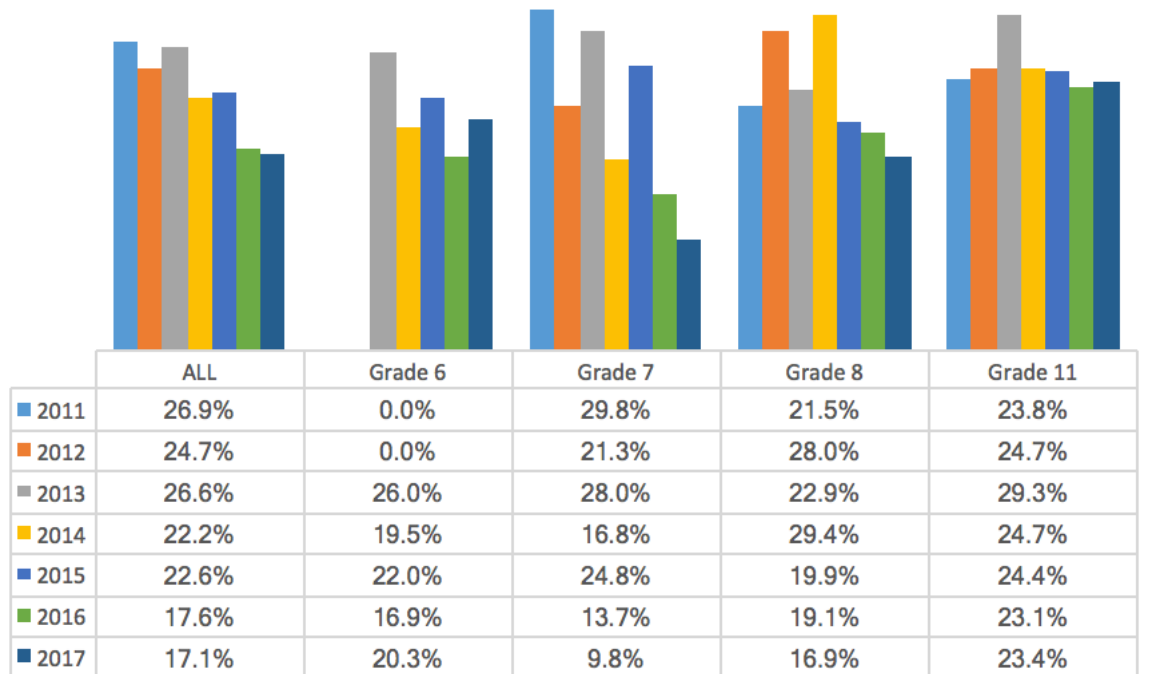


**BC Secondary Reading Proficiency by Special Population  
on All State Accountability Tests (MCA-III, MOD, MTAS)**

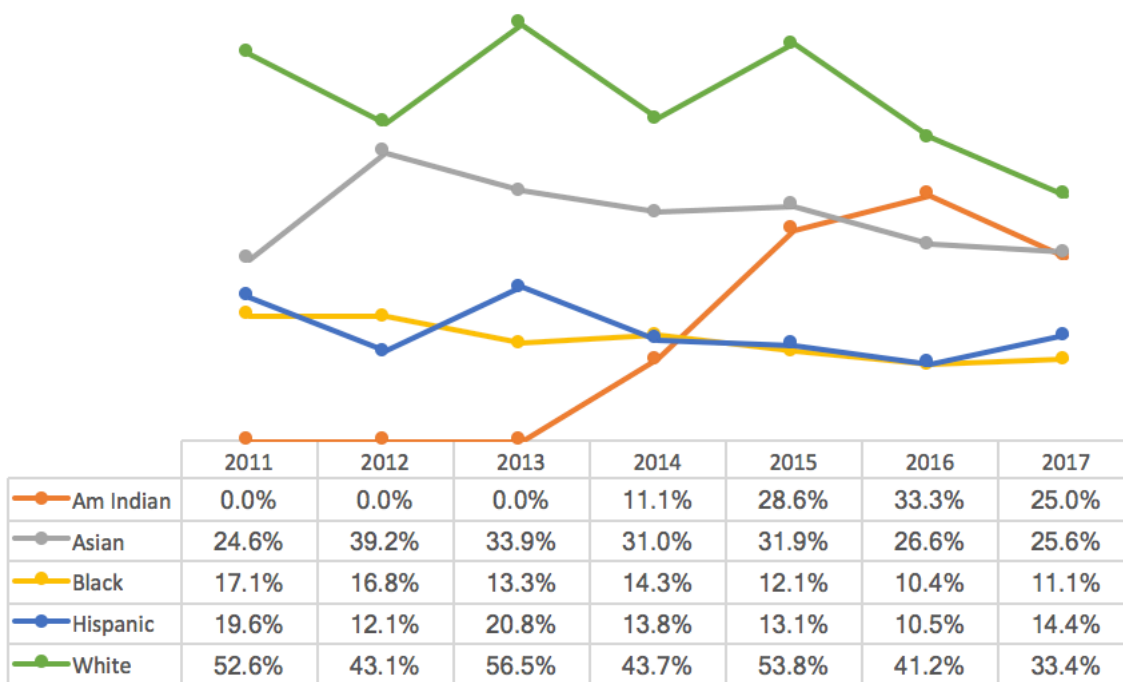




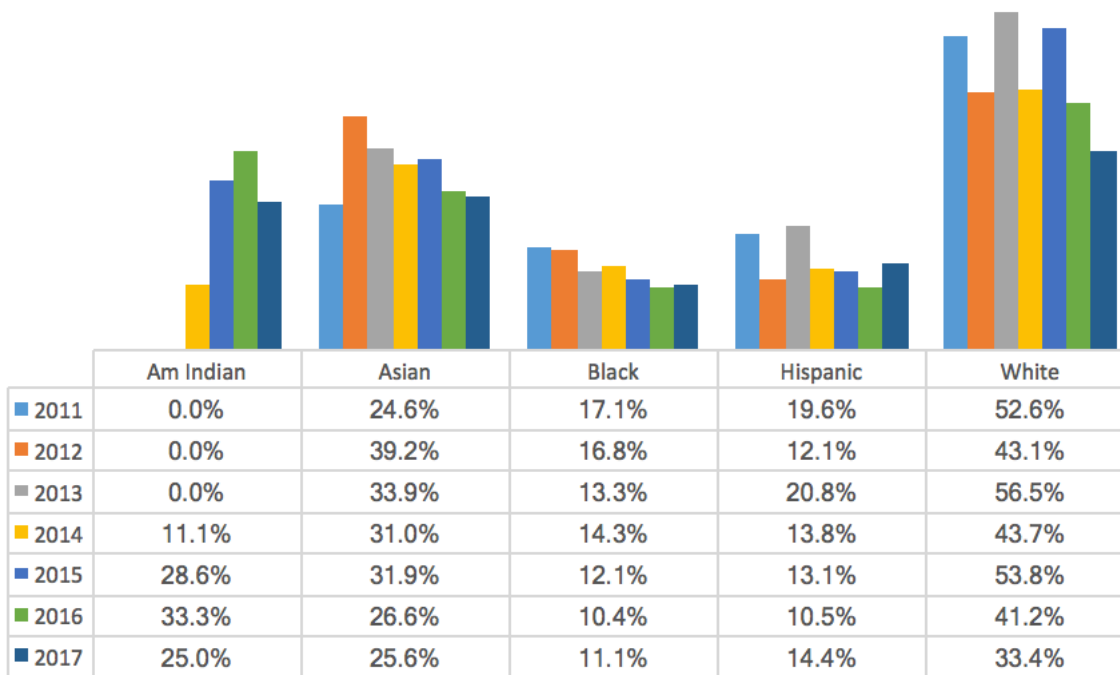
### BC Secondary Math Proficiency by Grade Level on All State Accountability Tests (MCA-III, MOD, MTAS)



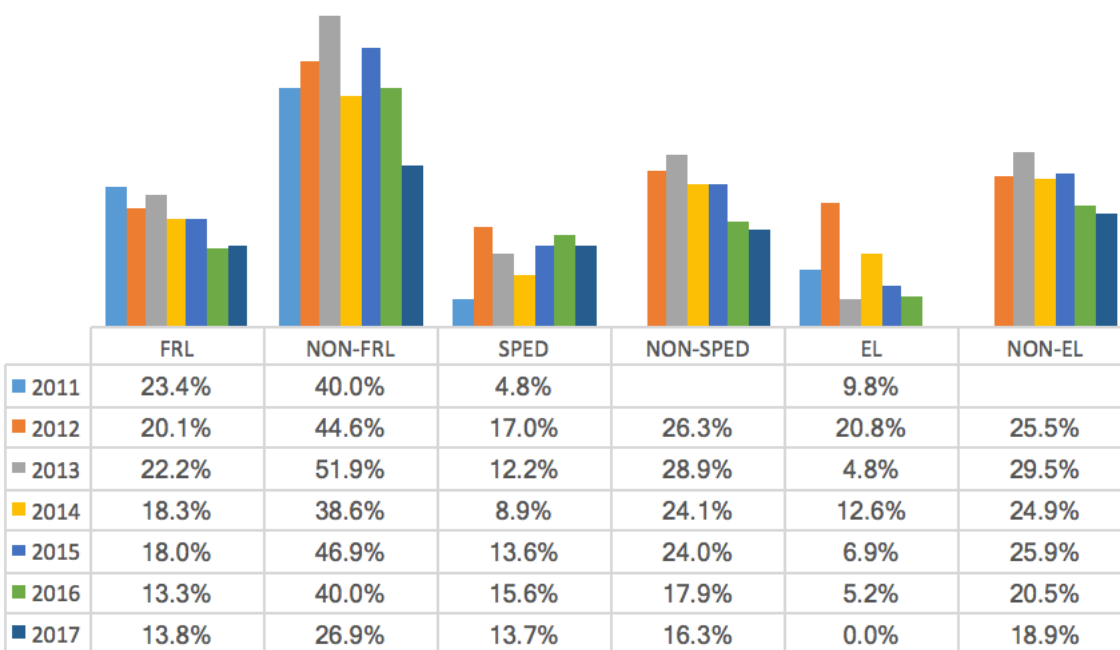
### BC Secondary Math Proficiency by Race on All State Accountability Tests (MCA-III, MOD, MTAS)



### BC Secondary Math Proficiency by Race on All State Accountability Tests (MCA-III, MOD, MTAS)



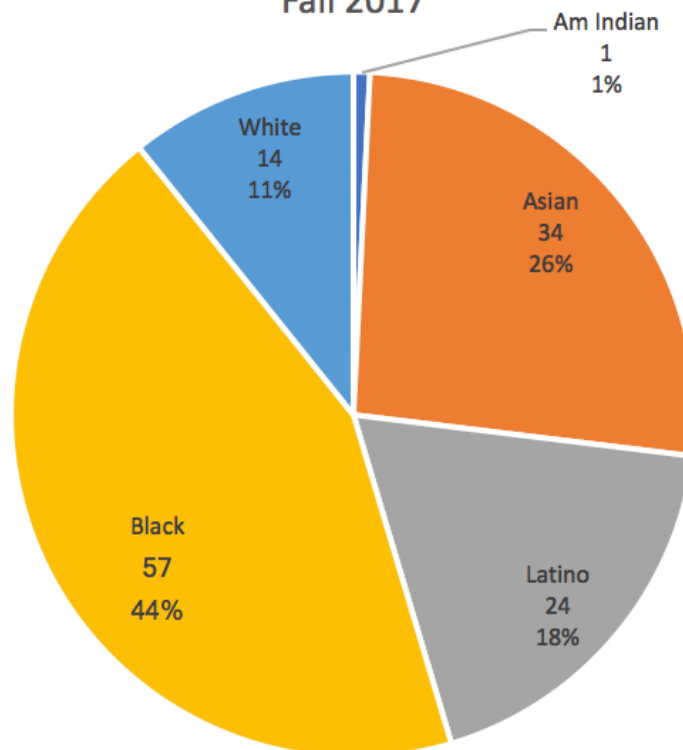
### BC Secondary Math Proficiency by Special Population on All State Accountability Tests (MCA-III, MOD, MTAS)



# All Students are College and Career Ready and All Students Graduate

82.4% of our 11<sup>th</sup> and 12<sup>th</sup> grade students were enrolled in a dual credit course during the 2016 - 2017 school year. 82.6% of our students of color and 83.1% of our students participating in the Free and Reduced Price Lunch program were enrolled in a dual-credit course. Overall, the demographics of students enrolled in dual-credit coursework matched well with the overall students racial demographics. This fall, we see 89.2% of students enrolled in college prep coursework are students of color (compared to 90.1% students of color in 11<sup>th</sup> and 12<sup>th</sup> grade overall). 68% of students who took an IB exam scored a 3 or higher on the exam.

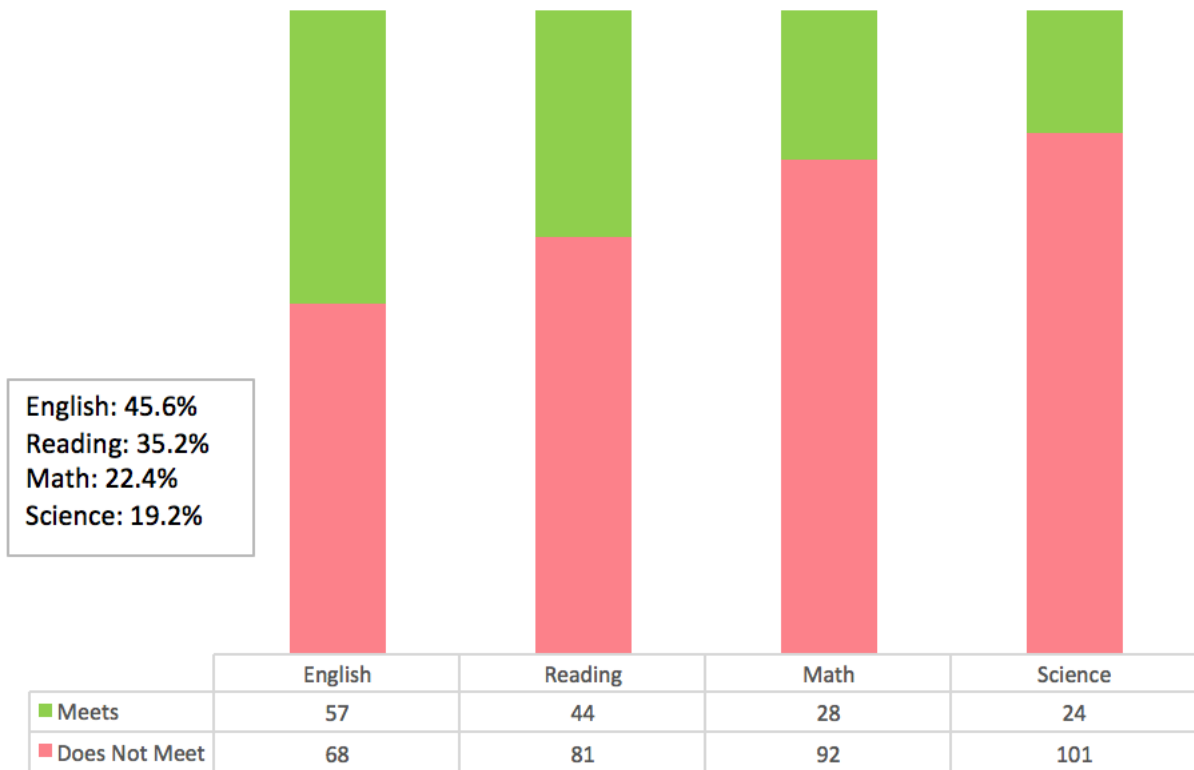
College Prep Course Enrollment by Race  
Fall 2017



## ACT Scores

While the overall ACT score average is down from 17.3 in 2015- 16 to 16.34 in 2016 - 17, the percentage of students meeting one or more college ready benchmarks has risen significantly from 30.9% in 2015 - 16 to 48.3% in 2016- 17. We saw an increase in students meeting the benchmarks in all four ACT categories. The percentage of students meeting the English benchmarks rose from 31.3% in 2015 - 16 to 45.6% in 2016 - 17 and the percentage of students meeting reading benchmarks rose from 19.2% in 2015 -16 to 35.2% in 2016 - 2017. The percentage of students meeting math benchmarks rose from 18.2% in 2015 - 16 to 22.4% in 2016 - 17 and the percentage of students meeting science benchmarks rose from 11.1% in 2015 - 16 to 19.2% in 2016 - 17. These increases are significant because students meeting the college ready benchmarks are more likely to successfully pass a course in that subject area when they enter college, and are less likely to need remedial coursework in that subject area.

**BCHS Students Meeting College-Ready ACT Benchmarks  
2016 - 2017**

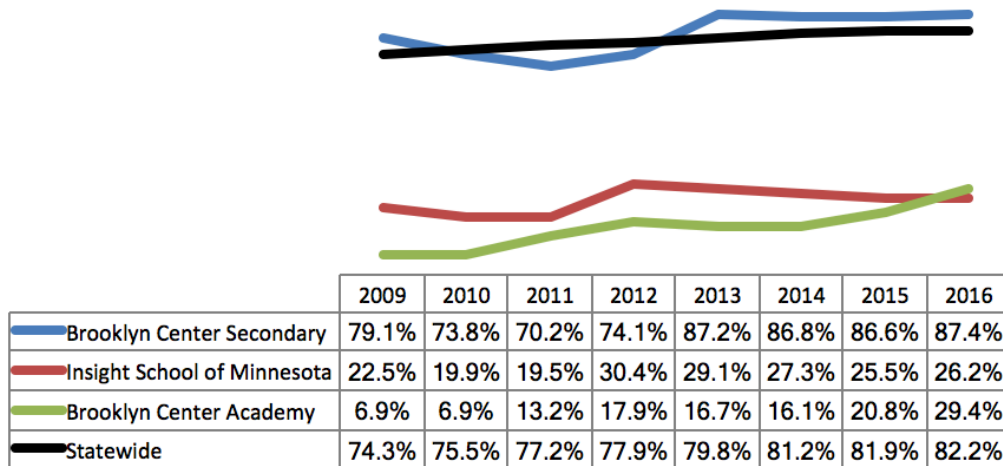




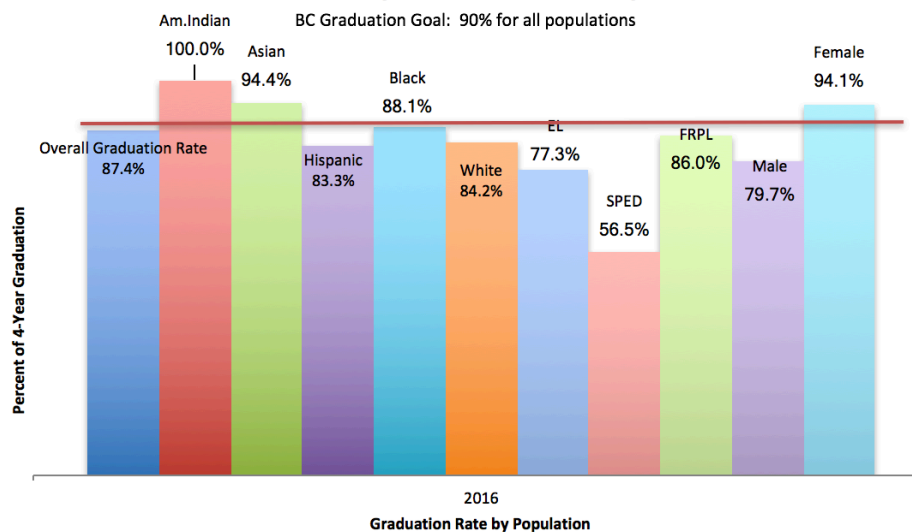
## Graduation Rates

The 2017 graduation rates will be released by the state in February of 2018. Based on preliminary district data, we anticipate a continued increase in graduation rates at all schools in the district. Of the seniors entering grade 12 in the fall of 2016, 91.3% of those students graduated on time with their classmates in June. Brooklyn Center High School continues to out-perform the state average in high school graduation rates, and also out-performs many other comparison schools in the area with similar demographics in both graduation rate and drop-out rates.

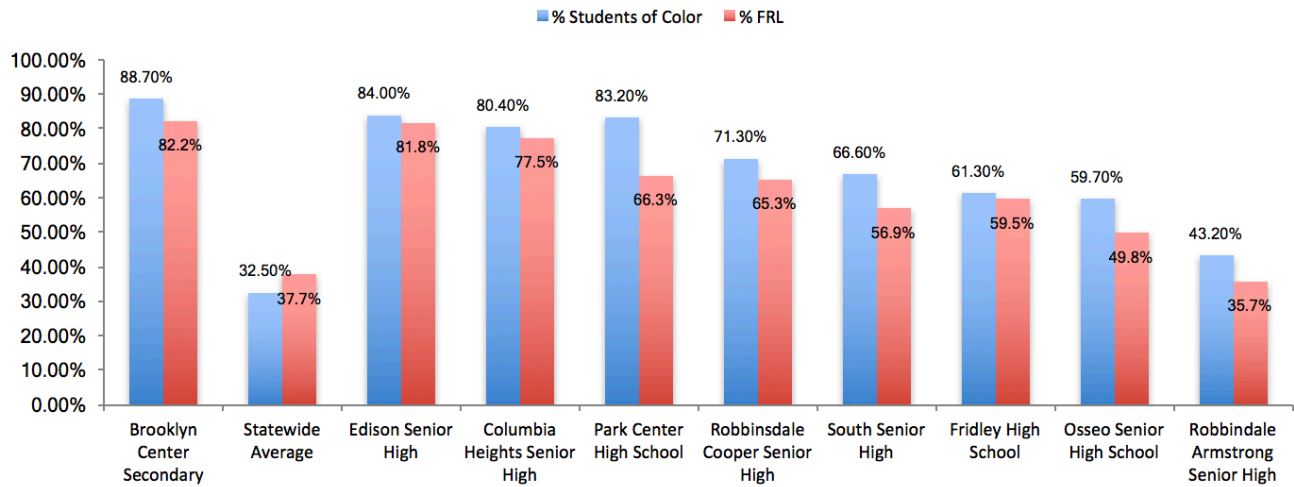
### Brooklyn Center Schools Graduation Rate



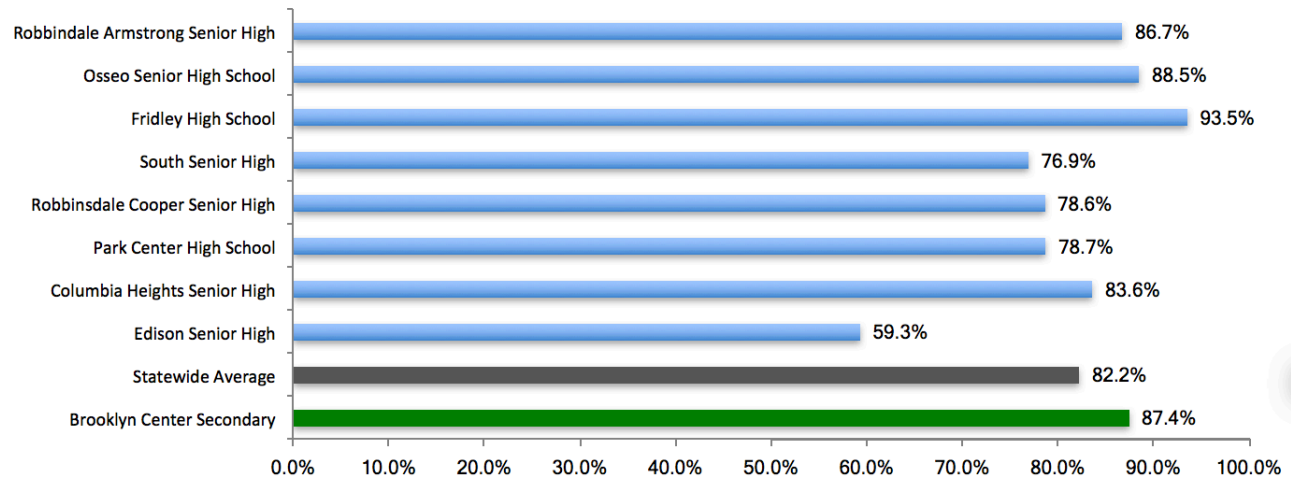
### 4-Year Graduation Rate for Brooklyn Center Secondary



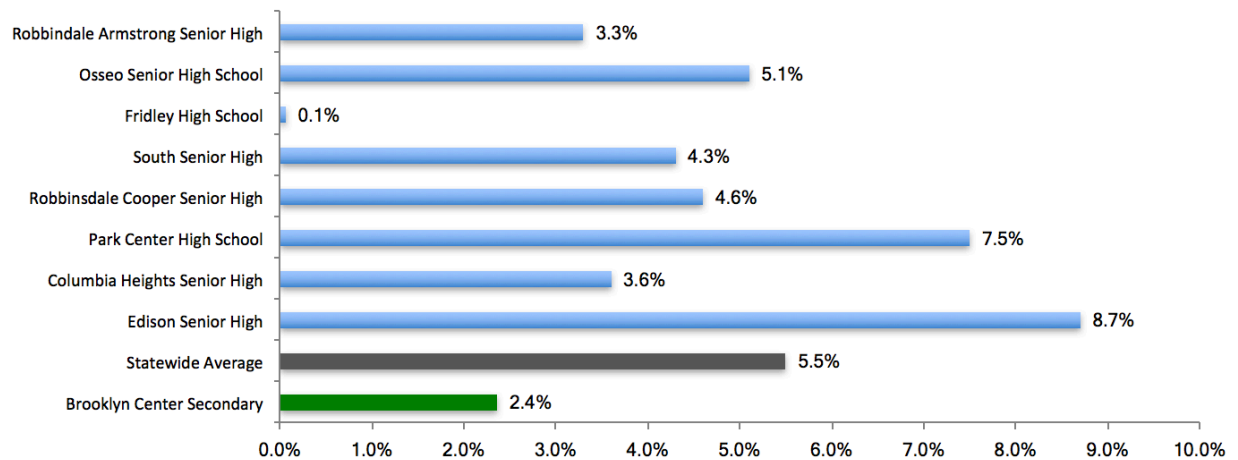
### School Demographics 2016 - 17



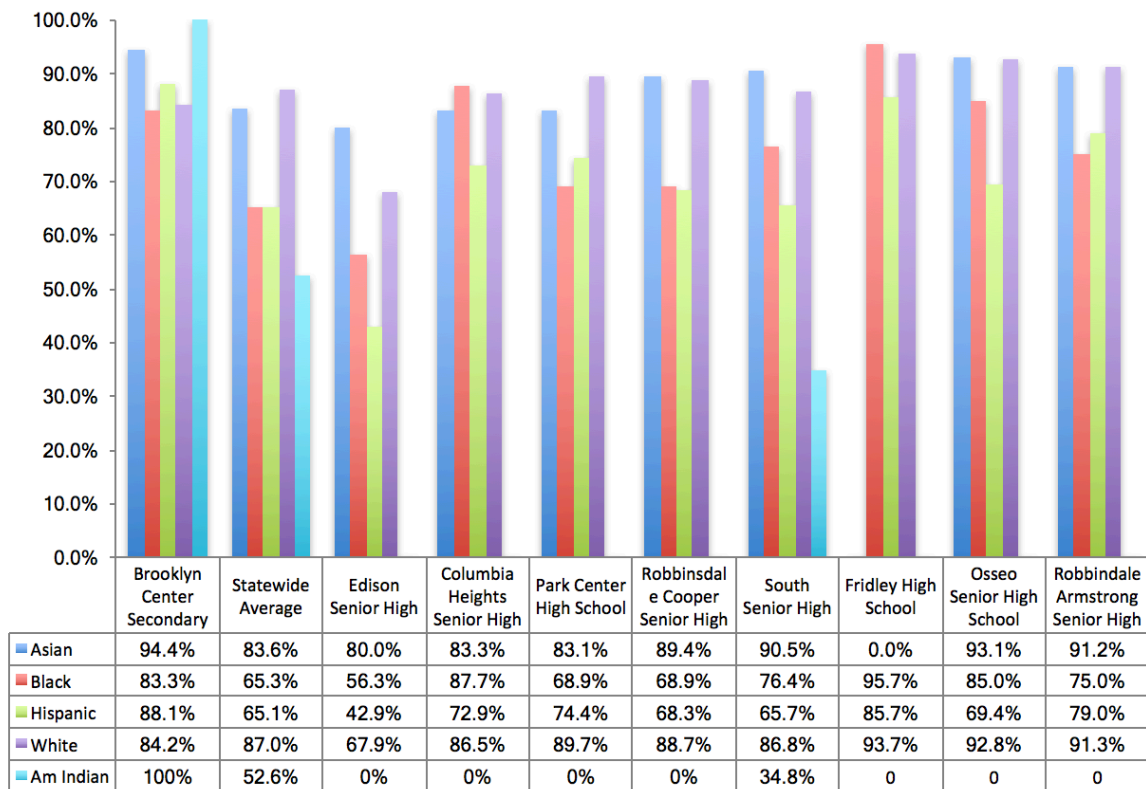
### 2016 Graduation Rates



### 2016 Drop-Out Rates



### Graduation Rate Comparison by Race 2016



### Graduation Rate Comparison by Special Population 2016

