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601 SCHOOL DISTRICT GOALS FOR CURRICULUM, INSTRUCTION AND ASSESSMENT

I. PURPOSE

The purpose of this policy is to establish broad parameters for the school that encompass the Minnesota Graduation Standards and federal law, and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

Student learning to establish the world's best workforce in Brooklyn Center Community Schools is based on effective implementation of aligned standards, assessment, curriculum and instruction. Successful implementation results in student achievement anchored in rigorous educational goals, clear benchmarks for learning, and equitable access and opportunities for every student.

III. DEFINITIONS

- A. "Standard" describes what the students will know, understand and be able to do as directed by state, national and Common Core Academic Standards.
- B. "Benchmark" means a clear, specific description of knowledge or skills the student should acquire at a particular grade level.
- C. "Curriculum" means a written plan including benchmarks, learning targets, instructional resources, tasks and time allocations to inform emphasis and pacing for the content and discipline-specific habits to be taught.
- D. "Instruction" means evidence based and culturally responsive teaching methods and strategies designed to provide meaningful and engaging learning experiences that enable every student to meet and exceed state and district academic standards and graduation requirements.
- E. "Assessments" are multiple tools used to gather information about the student's performance on the standards taught.
- F. "Evaluation" is the process of making judgments based on established criteria about the level of students' understanding or performance, or about the effectiveness of a particular instructional program or strategy.
- G. "Differentiation" is the process teachers use to plan learning experiences that intentionally respond to the different needs of students.

IV. SCHOOL DISTRICT GOALS

School district goals to support and improve teaching and learning will include:

- A. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
- B. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
- C. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
- D. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness.

IV. STUDENT PERFORMANCE GOALS

- A. As a result of our actions, students will meet or exceed state and district standards for academic proficiency in all content areas.* In addition, the following will be embedded within the local curriculum plan:
 - 1. Global Awareness
 - 2. Financial and Economic Literacy
 - 3. Health and Wellness Literacy
 - 4. Environmental Literacy
 - 5. Racial Literacy
 - 6. Cultural Literacy
- B. As a result of our actions, students will demonstrate proficient or exemplary intrapersonal skills including:
 - 1. Self Awareness
 - 2. Self Management
 - 3. Thoughtful Decision Making
- C. As a result of our actions, students will demonstrate proficient or exemplary interpersonal skills including:
 - 1. Social Awareness
 - 2. Healthy Relationships
 - 3. Civic Literacy

D. As a result of our actions, students will develop communication and collaboration skills Including:

1. Communicate Clearly
2. Collaborate with Others

E. As a result of our actions, students will develop a range of functional and critical thinking skills including:

1. Information Literacy
 - a. Access and Evaluate Information
 - b. Use and Manage Information
2. Media Literacy
 - a. Use and Analyze Media Sources
 - b. Create Media Products

**Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Section 504 Accommodation plan.*

V. ACADEMIC STANDARDS AND INSTRUCTIONAL CURRICULUM

A. The district shall provide or develop a guaranteed, viable and comprehensive instructional curriculum to develop student literacy in the following areas:

1. Reading and Language Arts
 - a. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
 - i. The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.
 - ii. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - student's reading proficiency as measured by a locally adopted

assessment;

- reading-related services currently being provided to the student;
- and
- strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

b. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

2. Mathematics
3. Science
4. Social Studies
5. Arts Education
6. Physical Education
7. Health Education
8. World Languages
9. Career and Technical Education

B. The curriculum shall align to the academic standards established by the Minnesota Department of Education or by local adoption as provided in statute and shall be available to all licensed staff.

C. Instruction for each curricular content area includes:

1. implementation of the district adopted framework for instruction;
2. formative and summative assessments;
3. standards and evidence based instructional models including differentiation and culturally responsive teaching materials and pedagogy;
4. core curriculum materials and other resources;
5. integration of the Common Core Standards where indicated; and
6. integration of discipline-specific technology.

D. Each curricular content area will be reviewed and revised on a cyclical basis as provided in statute for continuous improvement.

VI. ASSESSMENT

Curriculum and assessment plans must clearly describe where standards will be taught and

where standards will be measured and documented. Quality assessments provide clear, accurate and timely pictures of what a student has learned against a specific benchmark

expectation. Differentiation, by design, requires pre-assessment and multiple, ongoing forms of specific feedback, assessment and evaluation. A comprehensive assessment plan shall:

- A. Enhance and inform student learning.
- B. Provide quality and timely feedback to students.
- C. Match the assessment methodology to the demands of the standards.
- D. Require that assessment results be reported in a timely manner to students, educators, families, community members, and policymakers as applicable.
- E. Specifically identify how the data will be used to assess and evaluate instructional effectiveness.
- F. Provide information necessary for public accountability and reporting.
- G. Be balanced in terms of time, resources and capacity required.
- H. Require multiple measures when making important decisions about students or groups of students.
- I. Discourage using test scores as the sole determinant when granting or denying access to a particular course or program.

VII. PROFESSIONAL LEARNING

The district shall provide professional learning opportunities to develop staff members' racial and cultural consciousness and literacy in order to advance knowledge, skills and abilities to meet the standards and goals for student performance.

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.12 (Reading Proficiency no Later than the End of Grade 3)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: 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)