

2022-2023

WORLD'S BEST WORKFORCE PLAN

The WBWF plan is based on five state goals:

- All students are ready for kindergarten.
- All achievement gaps between students are closed.
- All students in third grade can read at grade level.
- All students are ready for careers and college.
- All students graduate from high school.



**BROOKLYN
CENTER
COMMUNITY
SCHOOLS**

INTRODUCTION

Brooklyn Center Community Schools welcomed back students and families to full, in-person learning PK - 12 at the beginning of the school year. Mandatory quarantines and isolations led to extended absences for students, teachers, and other staff, leading to a limited and disrupted educational year. During the month of January, the district experienced a high number of COVID illnesses within our community, and the district went into distance learning for about a month, with all grade levels returning to in-person learning in February. In addition to state-wide teacher and bus driver shortages, staff were doing what they could to cover for their colleagues who were out sick. The district did not have enough bus drivers to get all students to school, and had to develop creative options to provide continued transportation. A large fleet of vans was deployed to try to transport every student who needed it. Supply chain shortages were impacting the food service department, but the district worked to provide healthy, balanced meals every day at no cost to students and families.

After more than a year of distance or hybrid instruction, student learning gaps in the classroom coming back to school were significant and substantial. The district's assessment system allows us to identify and address these gaps, but due to quarantine guidelines, we struggled to get all children assessed within norming windows and to balance the time they were in school between instruction and assessment.

Students in PreK through grade 2 were new to in-person schooling entirely, and many children had not had many opportunities to interact with their peers during the pandemic. School and classroom climates needed to be rebuilt from the ground up, and many students were still learning to adjust to their new environment. Relationships between students and staff needed time to grow. The district saw a dramatic increase of students exhibiting symptoms of anxiety and depression as they returned to school from the pandemic isolation, and staff have been working to connect students and families with mental and emotional support and resources. Student leaders were empowered to develop a resource space for students needing an emotional break or space during the school day.

Overall, our transition back to in-person learning was challenging, but our community was there for one another to listen, affirm, uplift, and support and set the tone for who we are and what we stand for. We are a community that perseveres, and values the unique genius of our students.



MISSION

To become a justice-centered school community that fuels the unique genius of each student

VISION

Brooklyn Center Community Schools endeavors to be a collective who demonstrates passion, pride and perseverance.

We will fiercely lead the way in justice-centered education, striving against the permanence of racism and oppressive systems while embracing a future where our diversity fuels learning.

With every breath in our bodies, every ounce of influence we possess, and through every challenge, we stand front and center with the young people we love and serve.

CORE VALUES

WE STAND FRONT AND CENTER

In Brooklyn Center Community Schools, we listen, relate, advocate and affirm, understanding that our role is to be a catalyst for student growth and unity.

WE DEMONSTRATE PASSION, PRIDE AND PERSEVERANCE

BCCS is a family, full of struggle and success. Through the heights of joy and the valleys of unrest, we rally for one another, believe in one another and make room to learn from mistakes.

WE ACKNOWLEDGE AND DISRUPT OPPRESSIVE SYSTEMS

We have inherited systems of learning that were set up to further disadvantage already marginalized and silenced communities. Our response is to dismantle harmful practices and replace them with healthy power dynamics that amplify and embrace student voices. We will align our resources in ways that continuously fight the permanence of racism.

OUR DIVERSITY FUELS LEARNING

We see each student as they are — capable of unique, lasting and critical contributions to our community. In BCCS we uphold our unique gifts and talents; our greatest hope is that each and every student is able to self-determine a joyful path.

WE FIERCELY LEAD IN JUSTICE-CENTERED EDUCATION

Our classrooms will reflect the students who populate these spaces. We insist that students have a voice in their learning and in resolving conflict and harm. As a district, we invite our students and surrounding community into conversations that affect curriculum and culture.

LAND ACKNOWLEDGEMENT

Brooklyn Center Community Schools acknowledges that we occupy the unceded ancestral and contemporary lands of the Dakota people. We also recognize the Anishinaabeg/Ojibwe whose lands were colonized by the United States and are currently occupied by the State of Minnesota. Our community sits upriver from Bdoté, the place where two rivers meet and most importantly, the center of Dakota spirituality and history. We commit to the work of being a justice-centered school community. Together, we will work to decolonize our minds and spaces, and to be good stewards to Mni Sota Makoce and good relatives to each other.

EQUITY FRAMEWORK DEVELOPMENT



JUSTICE COALITION

This year 5 action teams set out to determine how to serve alongside our community, how to shift power in our organization and how to invest in rigorous training and development to become a space that centers equity from an intersectional lens and fosters the development of a community schools model in everything we do.

We began with the re-development of your guiding documents and policies that led to “student management” procedures that lead to the same disproportionate results according to race that we see each and every year. These guiding documents included a new Student Rights and Responsibilities guide, which replaced our student “code of conduct” and policies as well as revisions to our board policies regarding students. We also worked alongside the board to develop an equity resolution that would keep accelerating the work of justice.

Specifically, we focused on these larger projects:

1. Student led coalition for discipline, punishment, consequence and restorative practices
2. Developed a new rights and responsibilities guide
3. Developed Youth centered PD and YPAR

This action team helped build a new future through:

- Justice education and justice organizations
- The development of our Equity Framework
- A new structure with shared district leadership
- Ensuring students and families are at the center

EQUITY FRAMEWORK

Brooklyn Center Community Schools developed an equity framework to guide the creation and implementation of equitable practices, policies, and procedures. The framework is a model for non-linear systemic change. This model specifically guides the creation of equity projects, grass roots professional development, ensure research based practices, and recruit/retain justice-minded people. The purpose of the equity framework is to align all district work with the mission, vision, and core values while also becoming a self-sustaining, adaptable model. We know that equity work is not sustainable if it is reliant on outside vendors, so we built a framework that will allow us to continuously develop equity projects which will consistently adapt to the needs of district staff, students, and community members.

- In our efforts to push our non-linear model of change we have created an Equity Institute. The Equity Institute is a collaboration with the department of curriculum and instruction. It houses the BCCS model of professional development, the instructional equity project for tenured teachers, equitable new teacher development, equity and instruction PLC development, and the BCCS equity cohort model. All of these initiatives are intentional steps for the equity grounding of BCCS to have a direct impact on student learning while also pushing the district to continuously evolve to meet the needs of its students, staff, and community members.
- Our equity framework is also leading the district in its creation of a restorative practices framework. We are in the beginning stages of creating a restorative practices vision, framework, and goals for our system. By the end of SY22-23 we will have crafted all of these items while also providing explicit details on the work we have done and the progress made on our district goals.

PRIORITIZING EQUITABLE OUTCOMES

Brooklyn Center Community Schools is committed to systematizing justice oriented practices for our staff and students. To that end, during the summer of 2020 site leaders, community members, district staff, and students gathered to discuss what it would take to ensure that our systemic work matched our core values as a district. We created a number of action teams that would lead our work of Prioritizing Equitable Outcomes (PEO) for the district. The PEO teams met throughout the year and spearheaded work around accountability, belonging, equity, and building a justice coalition. These teams created projects and gave recommendations to the district leadership on what the district needed to change in order to become a justice-centered school district. All of the Equity initiatives will be brought to the district level equity team for comments, feedback, and direction on a semi-annual basis.

HIGHLIGHTS OF THE 2021-2022 STRATEGIC PLAN

GOAL #1

Integrating our student supports through systematic and intentional use of the Pillars of Community Schools to become a community where humanity thrives.

- The Community Engagement Team established partnerships with the facilities committee and solicited input from the community to establish processes that reinforce access to our facilities as equitable, inclusive, and are meeting the diverse needs of our community. One example of this work was the district's ability to provide Emergency Child Care to over forty Tier 1 families throughout Online Learning from Home during January 2022.
- The FY23 budget is being crafted to find the best ways to be good stewards of taxpayer money and support the strategic efforts of the district.

GOAL #2

Creating collaborative work and transparent communications to create critical spaces for growth, development for students, staff, and community members.

- The Technology Team created new pathways to access technology and strengthened the district's existing technology infrastructure to support and enrich student learning.
- Leadership at Brooklyn Center Middle and High STEAM School created space throughout the school year to understand, acknowledge, and engage in the disruption of oppressive systems. With student voices at the center of conversation and learning, staff were coached to have critical conversations that fueled work related to the mission, vision, and core values of the district.

OVERLAPPING WORK



- Through collaborations with the Community Engagement team, the Special Services Department offered expanded mental health resources for the community
- The Curriculum and Instruction Team created authentic opportunities for family and student voices to inform the decision-making of curriculum, instruction, and the student experience at school through the District Parent Advisory Council, American Indian Parent Advisory Council, curriculum conferences, and STEAM connection calls with families.
- Leadership at the Insight Online actively engaged with the Equity Team to provide year long, equity based professional development for the Insight School of MN staff.
- Leadership at Brooklyn Center Elementary STEAM School developed continual professional development opportunities and the creation of PLC spaces to honor the humanity and professionalism of non-licensed staff.
- Leadership at the Early College Academy (ECA) created meaningful efforts to hold staff accountable for their justice-centered success by recruiting strong, unapologetic and empathic accountability partners across the district.
- The Data and Accountability Team has worked to revise processes of truancy to remove traditional harmful practices and threatening language. In addition, the team is re-envisioning data collection, management, and analysis processes to include a qualitative data framework in order to honor the communities served, rather than perpetuate oppressive narratives which quantitative data can often provide.
- The Operations Team is reorganizing the facilities team into one strong, de-siloed unit and began cultivating a culture of trust department-wide to ensure that staff feel safe and supported by providing staff members professional development training opportunities.
- With a focused effort to improve recruiting and hiring processes, the Human Resources Team is leading the creation of a recruiting committee composed of stakeholders from across the district to market the district as a competitive employer and plan for long term employee growth.

DATA

School Readiness

Read Well by Grade 3

Achievement Gap Reduction

College and Career Readiness

Graduation 2021

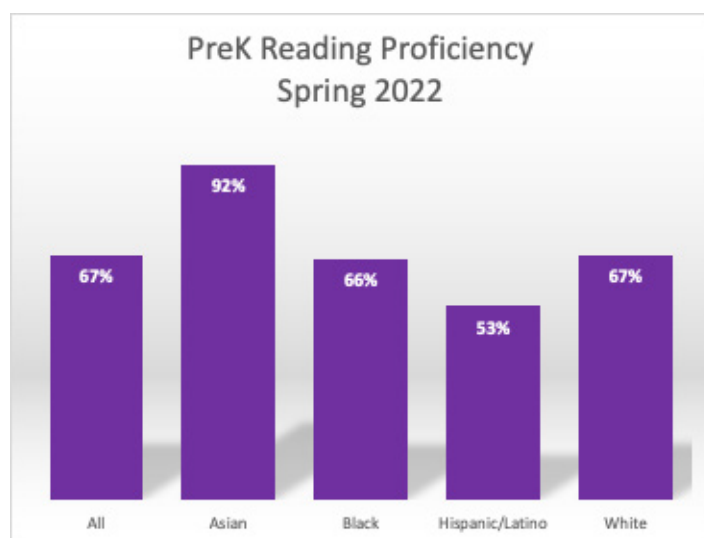
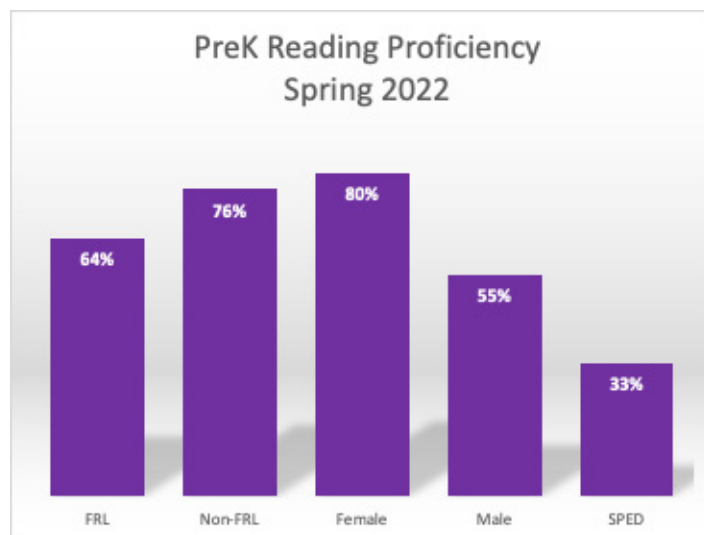


SCHOOL READINESS 2022

Our students were 67% proficient in reading (our primary indicator for school readiness) in PreK in the 2021-2022 school year (up from 57% in the 2020-2021 school year), but down nearly 25% from our usual high average pre-pandemic. Many children at the PreK level were impacted by the interrupted learning of pandemic quarantine attendance regulations in the past school year. Also, a lower than normal number of our students were present in the testing window to be tested in the past three school years compared to testing pre-pandemic (86% tested in Spring of 2022, which was our highest percent tested since 2019). Our benchmark data indicates 12 of our students moved from Some Risk to Low Risk, and 3 moved from High Risk to Some Risk from fall to spring.



Proficiency by population in the Spring of 2022:

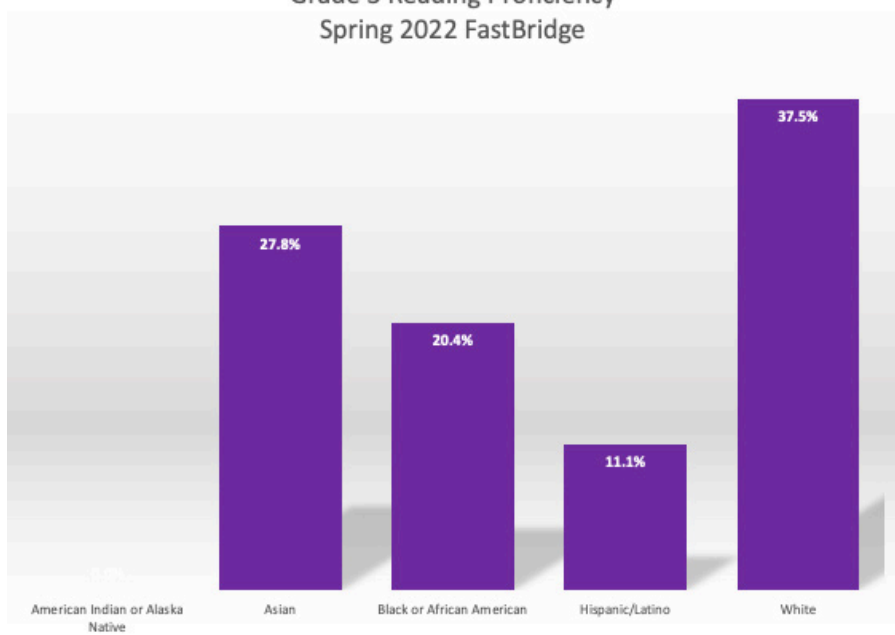


Group of Students	Benchmark	Fall 2021 %	Fall 2021 Studer	Fall 2 2021 %	Fall 2 2021 Studer	Winter 2021 %	Winter 2021 Studer	Spring 2021 %	Spring 2021 Studer	Change of Students
Primary	LOW_RISK	57	42	0	0	65	54	67	54	+10%
	SOME_RISK	20	15	0	0	23	19	22	18	+2%
	HIGH_RISK	23	17	0	0	12	10	11	9	-12%

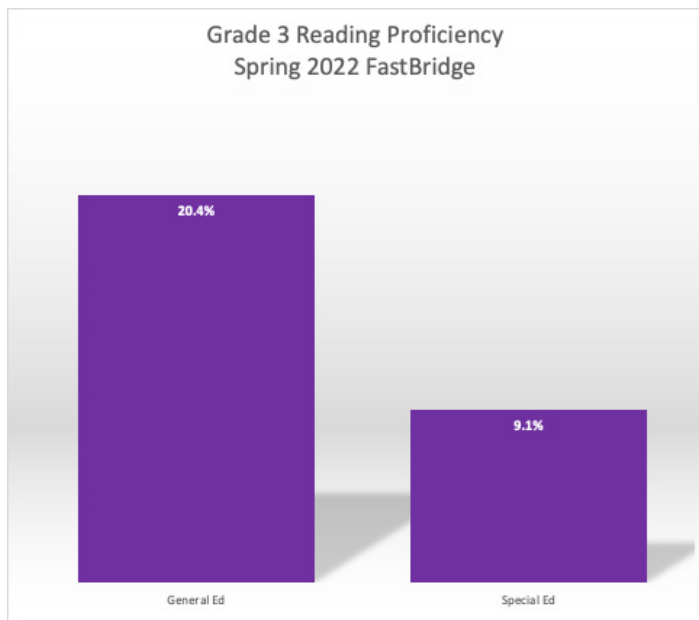
READ WELL BY GRADE 3

19.3% of our third graders were reading at grade level by the spring of 2022, according to our FastBridge reading benchmark assessment. We saw higher proficiency for our white students, and lowest proficiency for our Hispanic/Latino population. Our gen ed population out performed our special education population, and our males out-performed our female population. When our district returned from distance learning to a hybrid learning model in the 2020 - 2021 school year, we noticed a pattern that male children were returning to the classroom more quickly than female children, and more female children were being kept home when parents were given the choice (even within the same household parents were sending their boys to school and keeping their girls home). Our Minnesota Student Survey results for 2022 also indicated an increase in elementary children being left home alone after school: 43% boys and 61% girls (up 16% for boys and up 46% for girls from 2019). While not necessarily causal, these overlapping patterns may indicate that girls have had less exposure to adult support for learning since 2019.

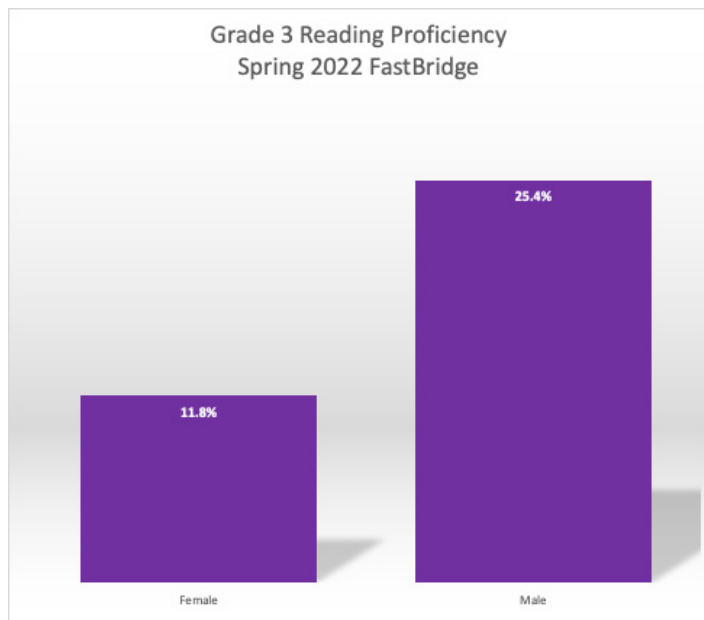
Grade 3 Reading Proficiency
Spring 2022 FastBridge



Grade 3 Reading Proficiency
Spring 2022 FastBridge



Grade 3 Reading Proficiency
Spring 2022 FastBridge



ACHIEVEMENT GAP REDUCTION

The pandemic resulted in a limited and interrupted education from spring of 2020 to the spring of 2022. Pandemic-related quarantine regulations meant that sick or exposed students and teachers remained out for extended periods of time, and we were unable to compensate for the gap in learning last school year.

Achievement Gap

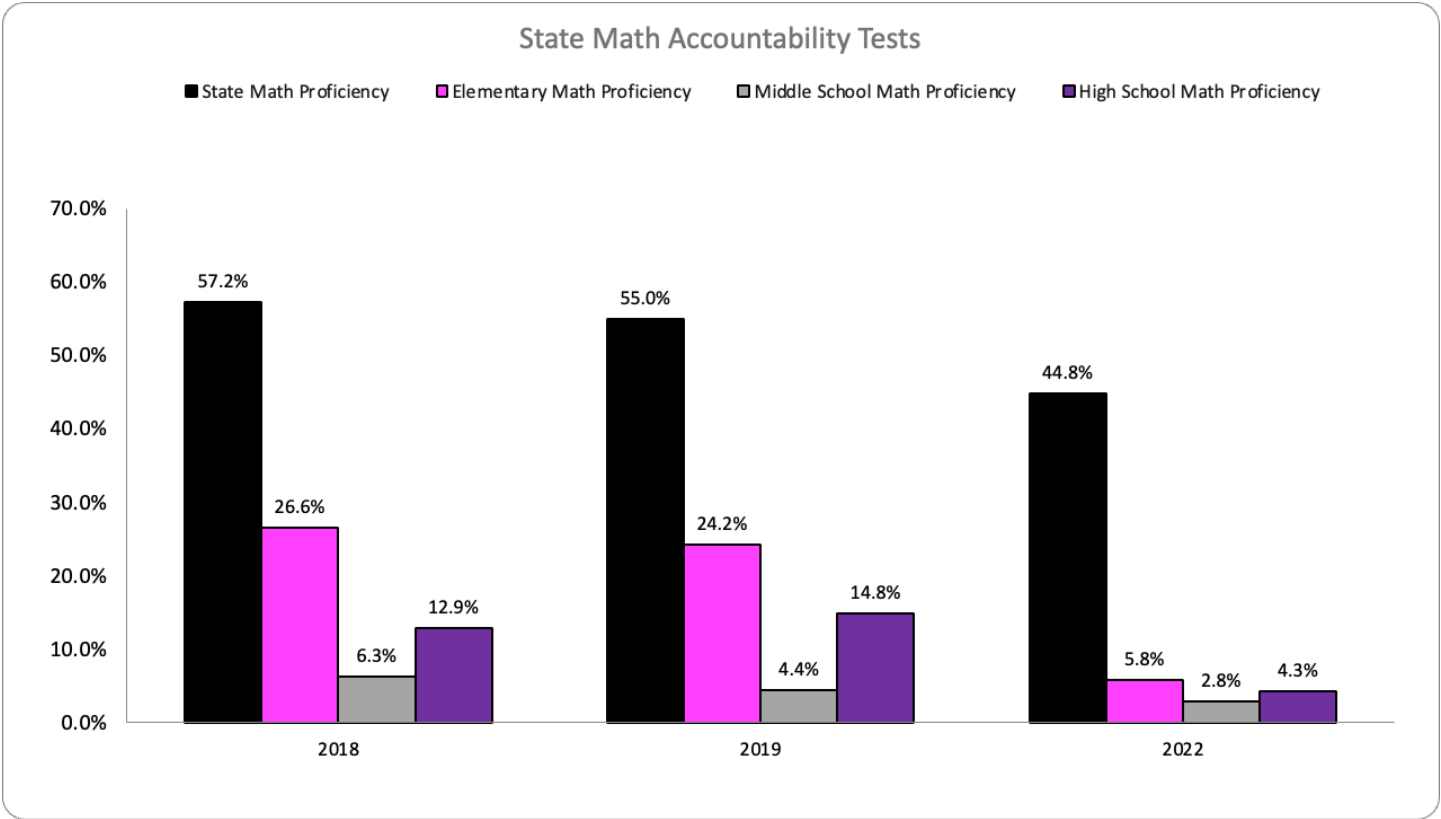
94% of our population are students of color, and only 6% of our student population is white. While a small and highly variable achievement gap exists at the elementary and middle school levels, the overall proficiency level remains below the state average, and raising overall proficiency for all populations of students remains our priority. At the high school level, there were so few white students testing that looking at an achievement gap there does not have much relevance [1 white student tested in reading, and 7 white students tested in math].

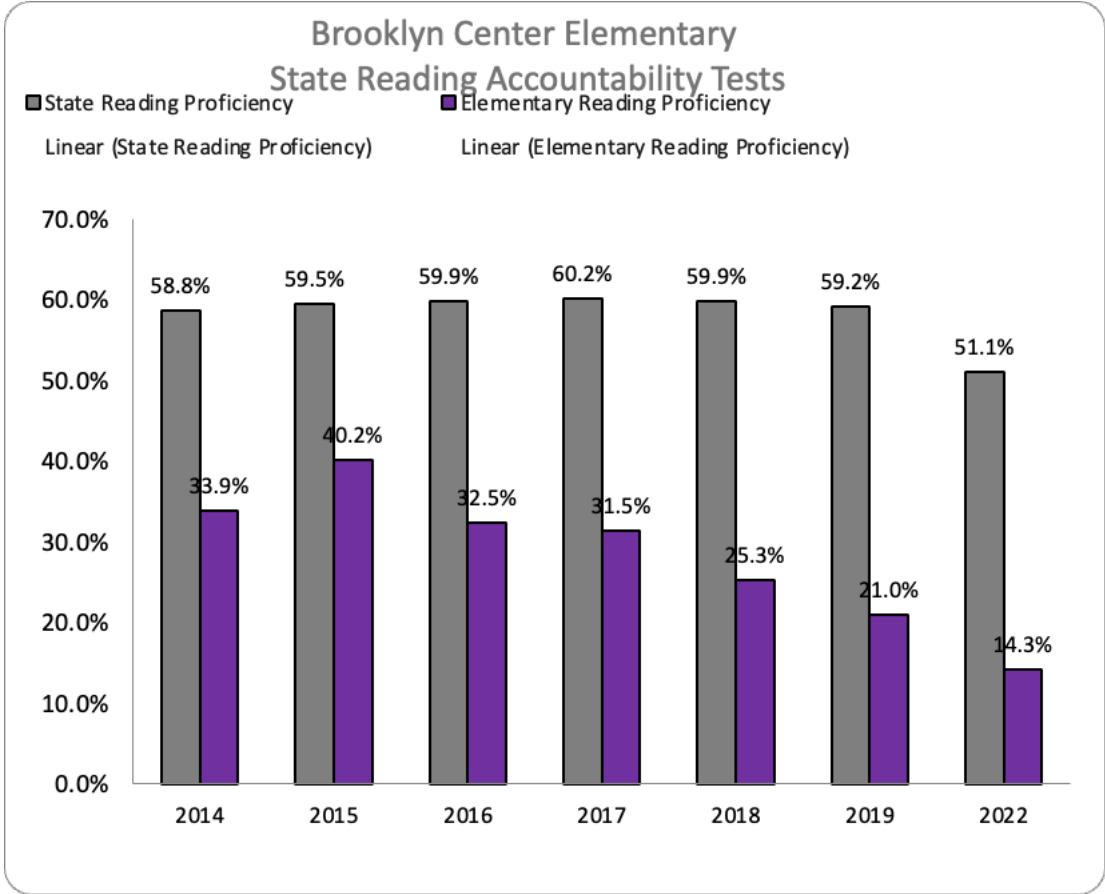
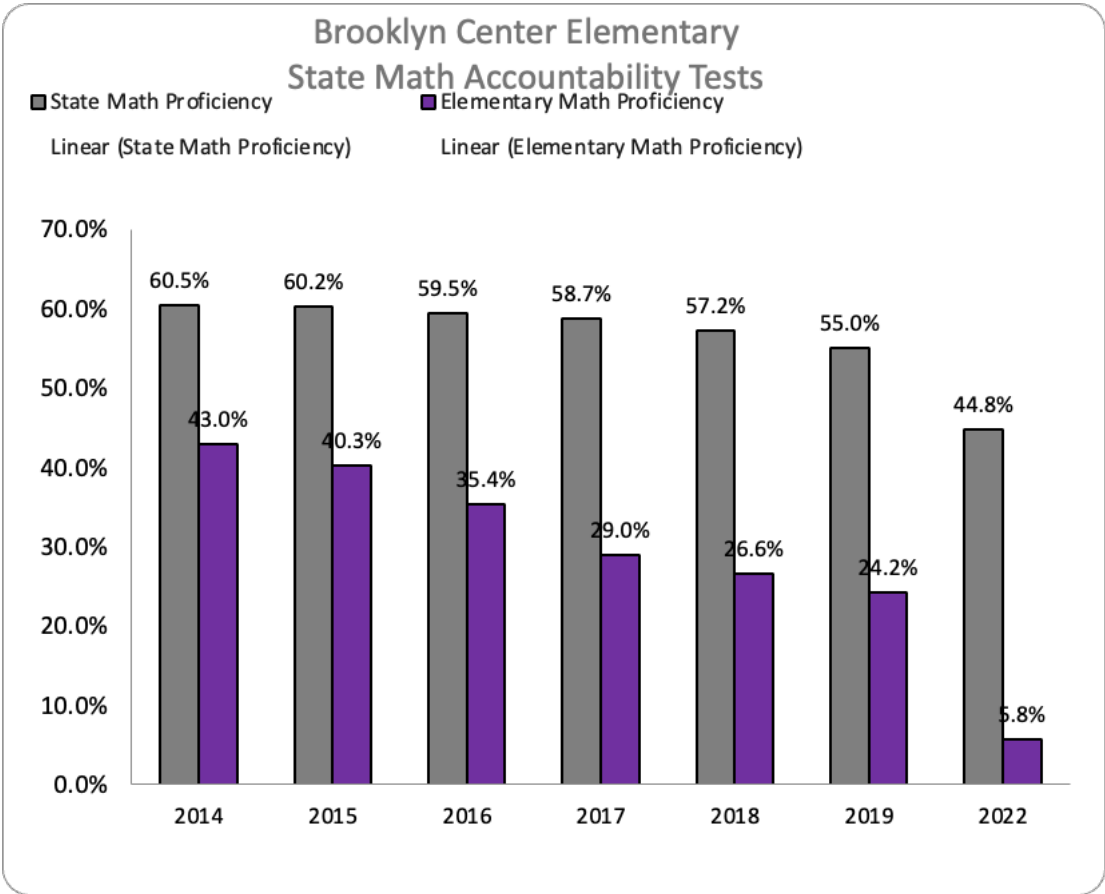
Math

We saw a decrease in math scores at all schools from 2019-2022. The elementary school saw the greatest loss [down 18.4%], the high school saw a 10.5% decrease, and the middle school saw a 1.6% decrease in proficiency.

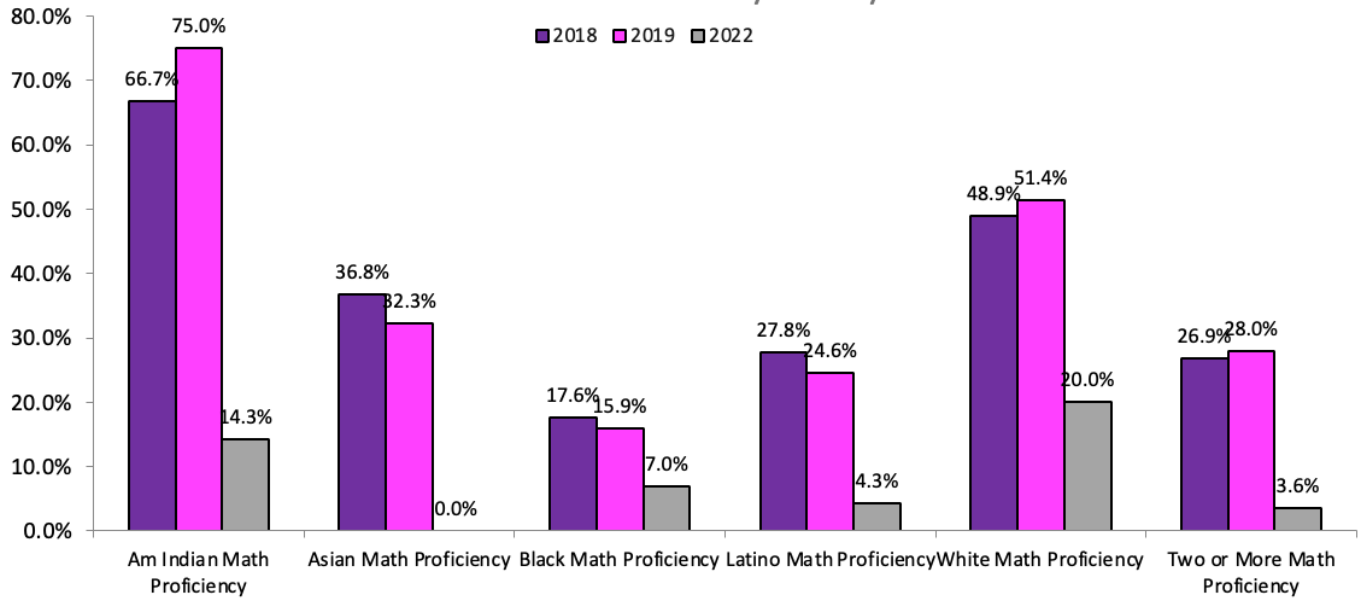
Reading

We saw a decrease in the reading scores at the elementary [down 6.7%] and middle school [down 1.6%] levels, and an increase in reading scores at the high school level [up 7.1%] from 2019-2022. We met our proficiency growth goals in high school reading in 2022 for all students, English Learners, SPED, Free and Reduced Meals, Black, Latino, White, and Two or More populations.

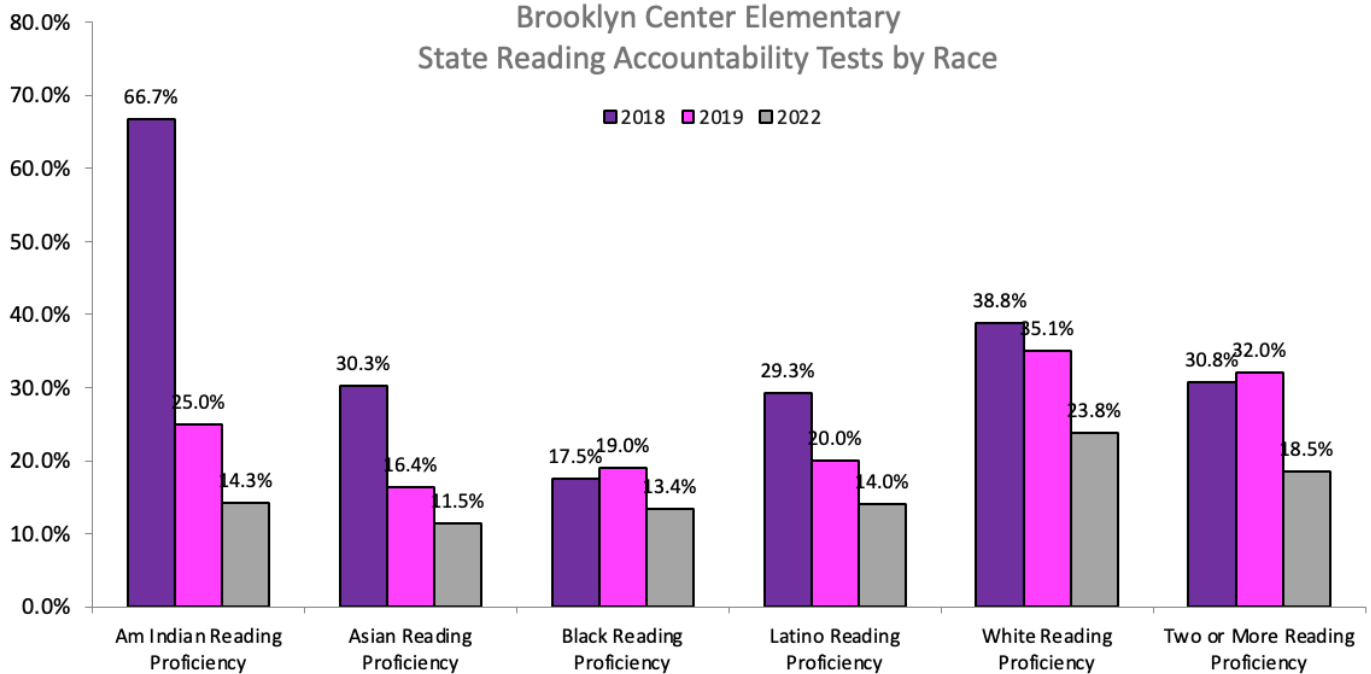




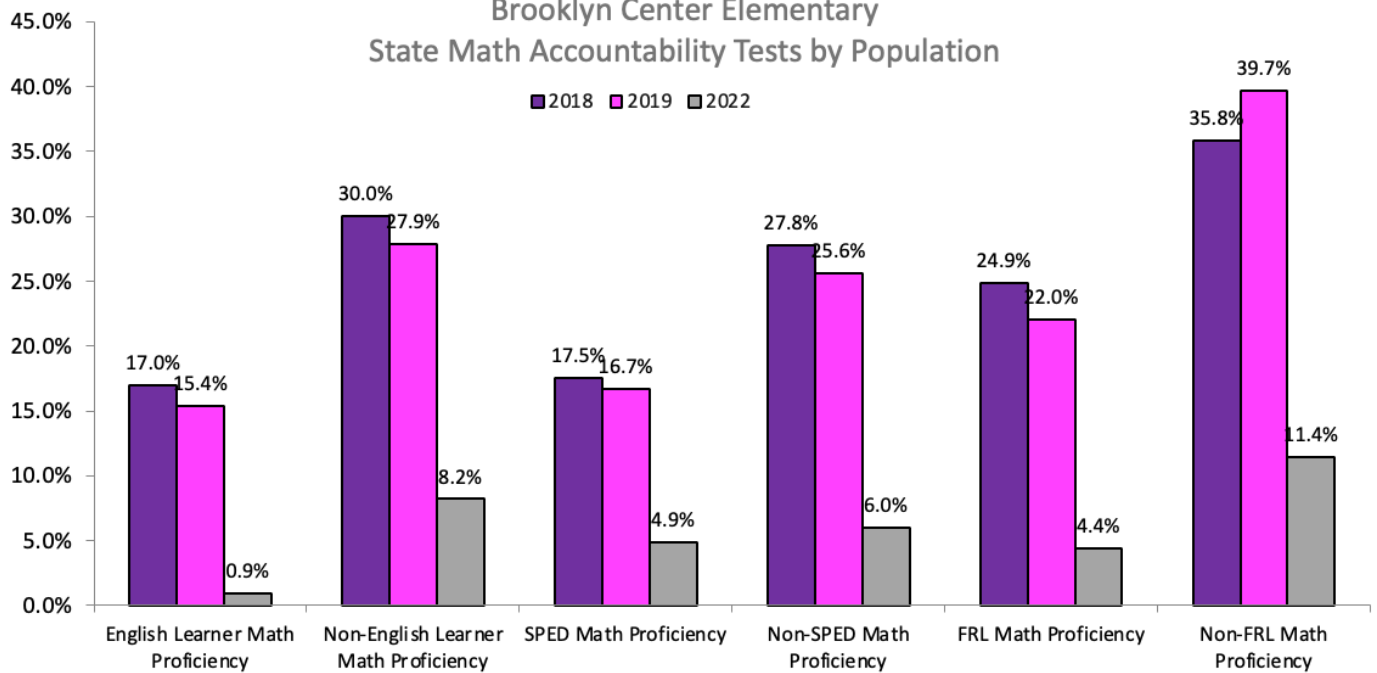
Brooklyn Center Elementary State Math Accountability Tests by Race



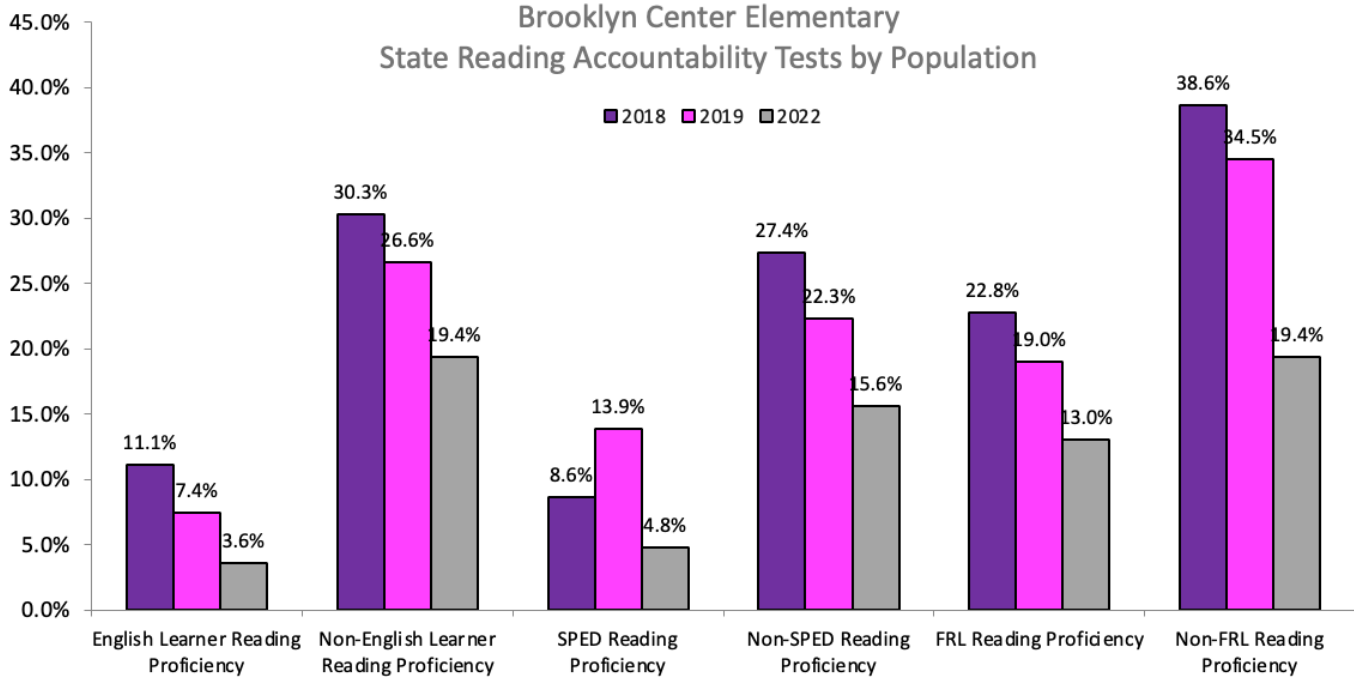
Brooklyn Center Elementary State Reading Accountability Tests by Race



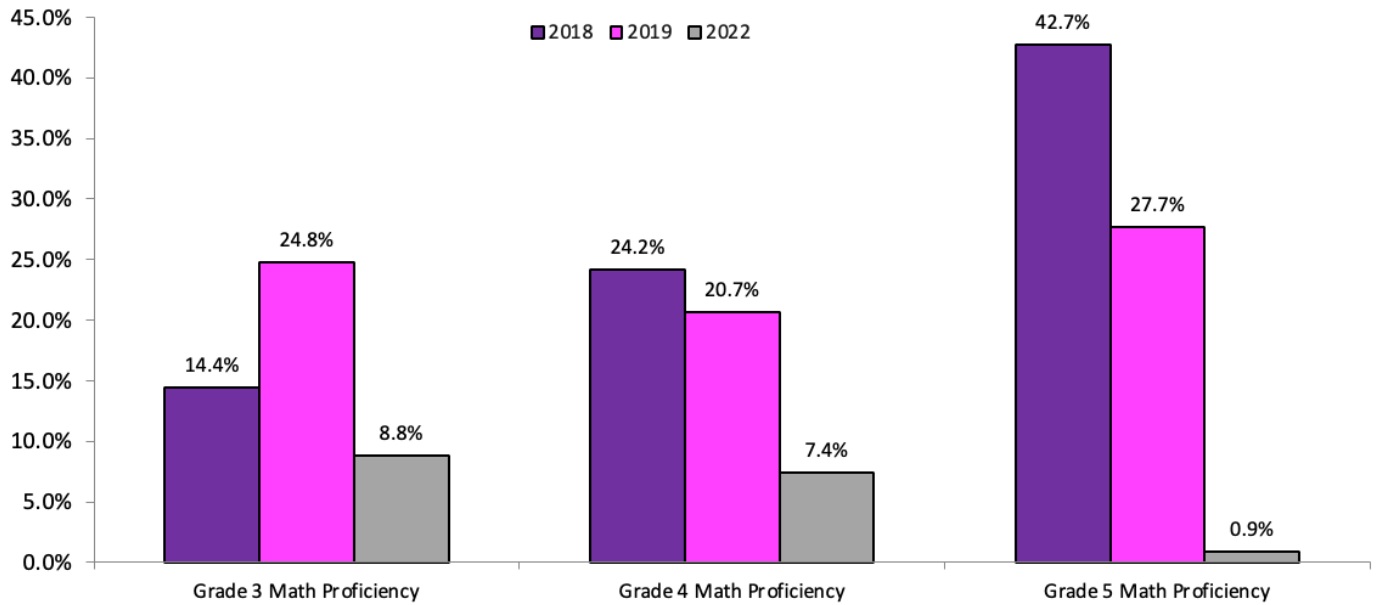
Brooklyn Center Elementary State Math Accountability Tests by Population



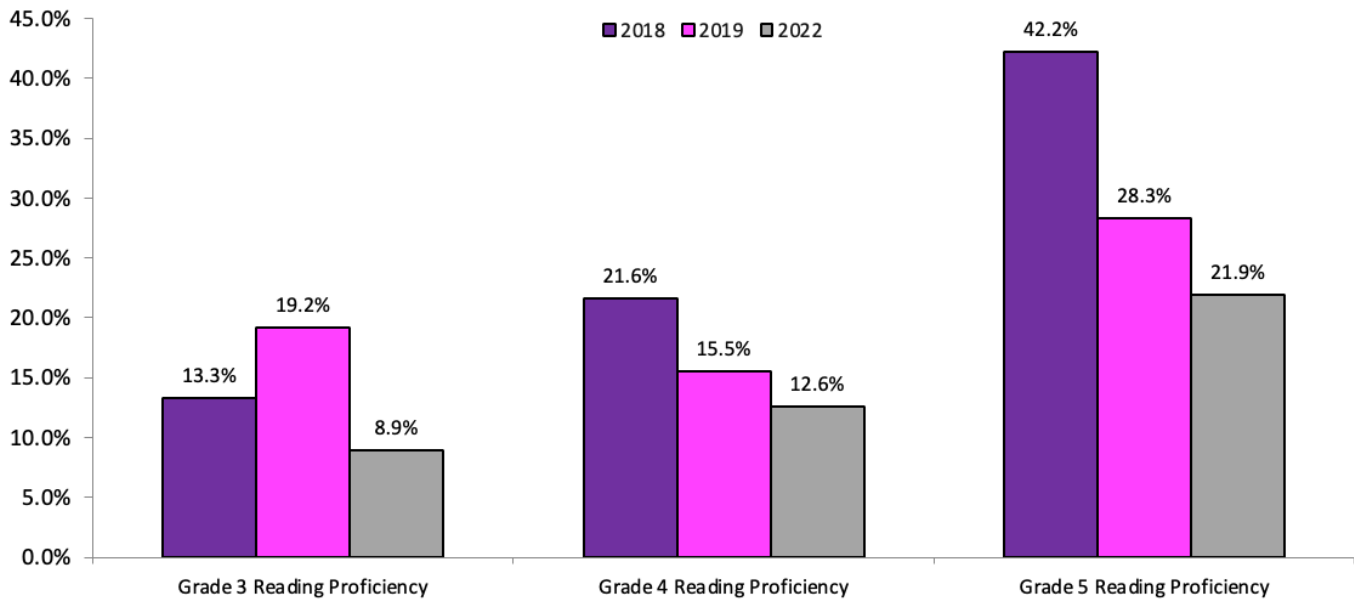
Brooklyn Center Elementary State Reading Accountability Tests by Population



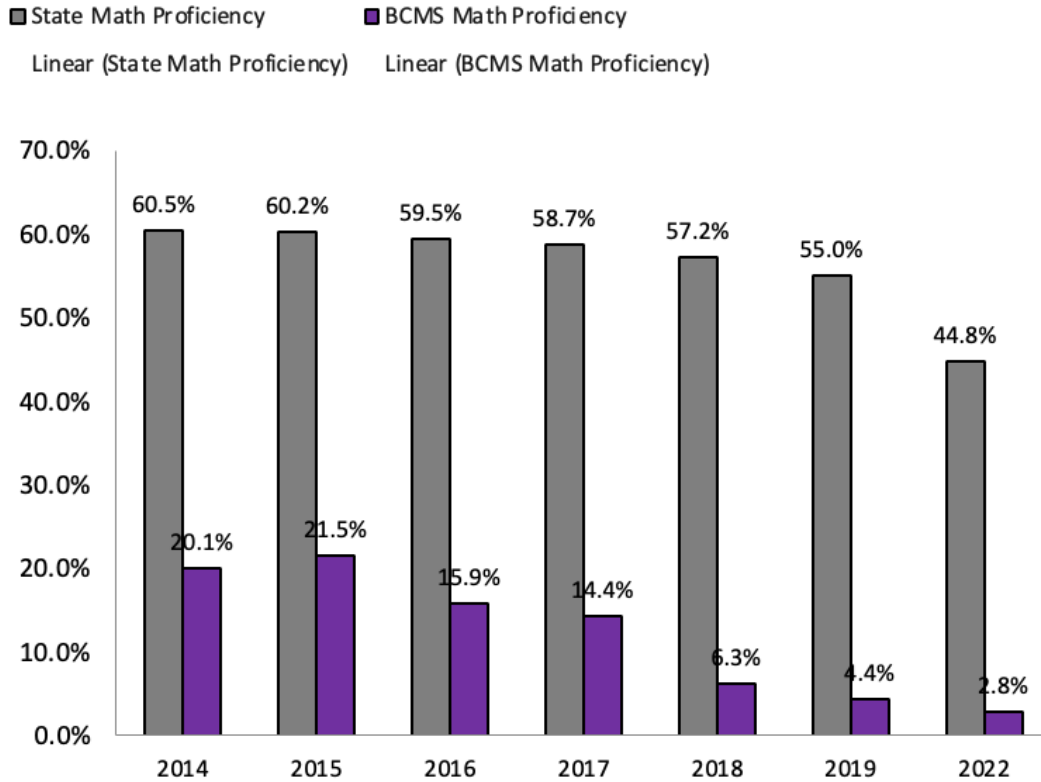
Brooklyn Center Elementary State Math Accountability Tests by Grade



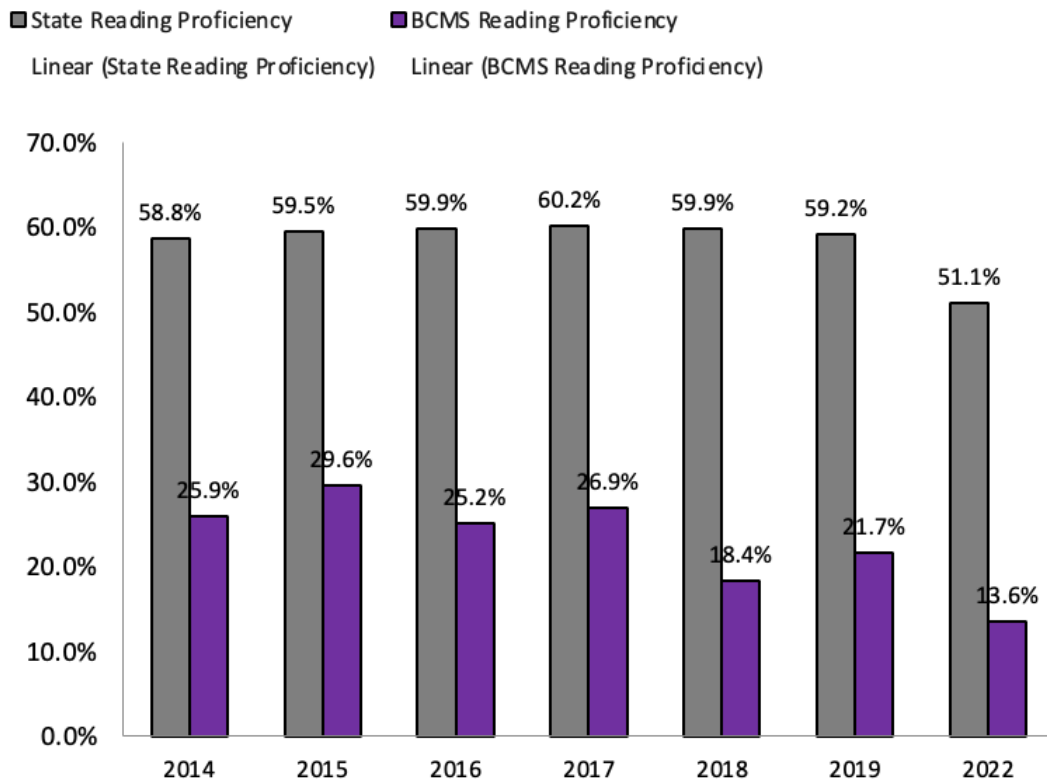
Brooklyn Center Elementary State Reading Accountability Tests by Grade



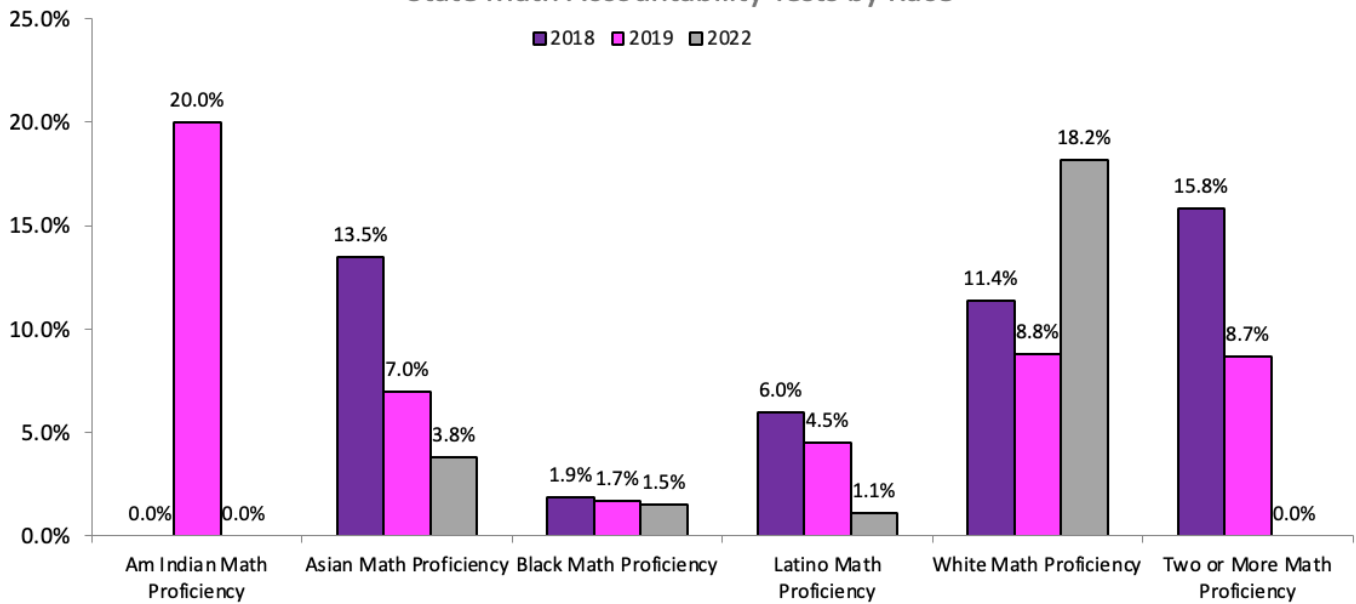
BC Middle School Math Accountability Tests



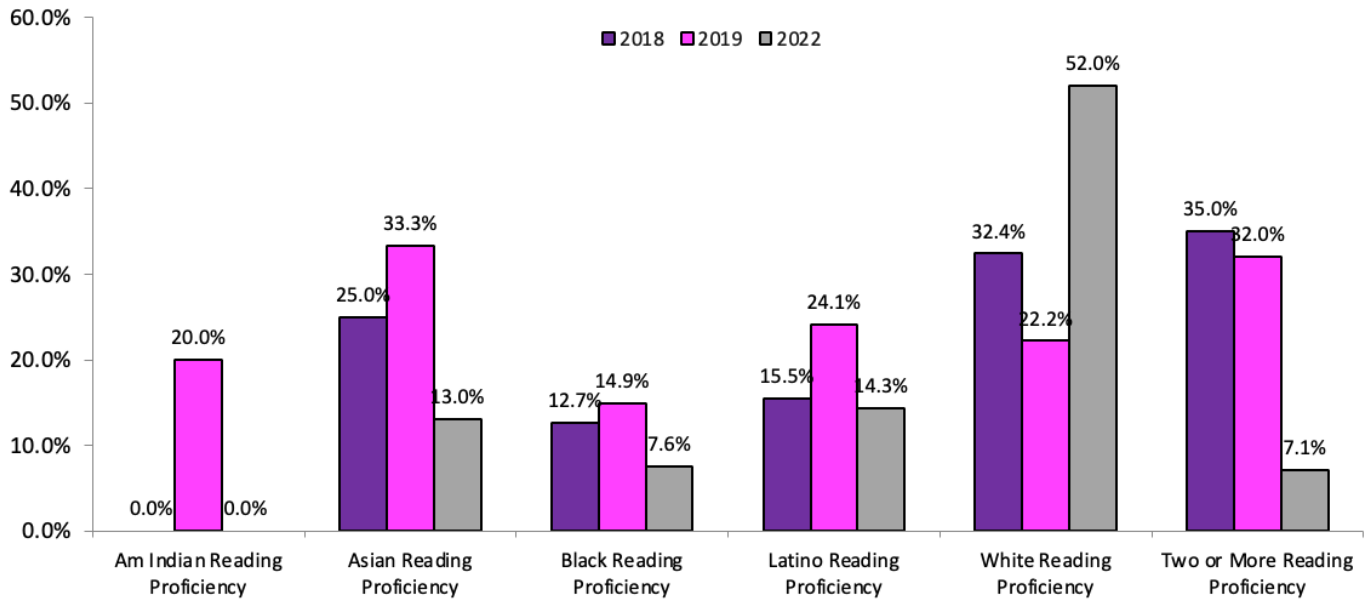
BC Middle School Reading Accountability Tests



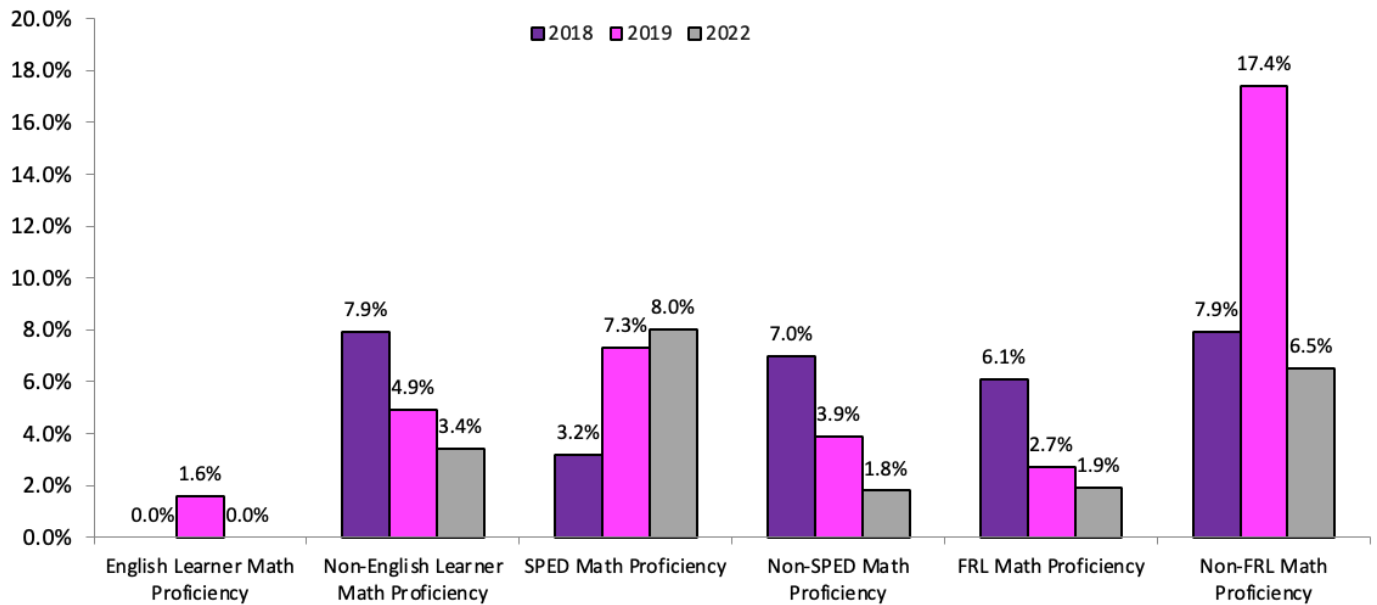
Brooklyn Center Middle School State Math Accountability Tests by Race



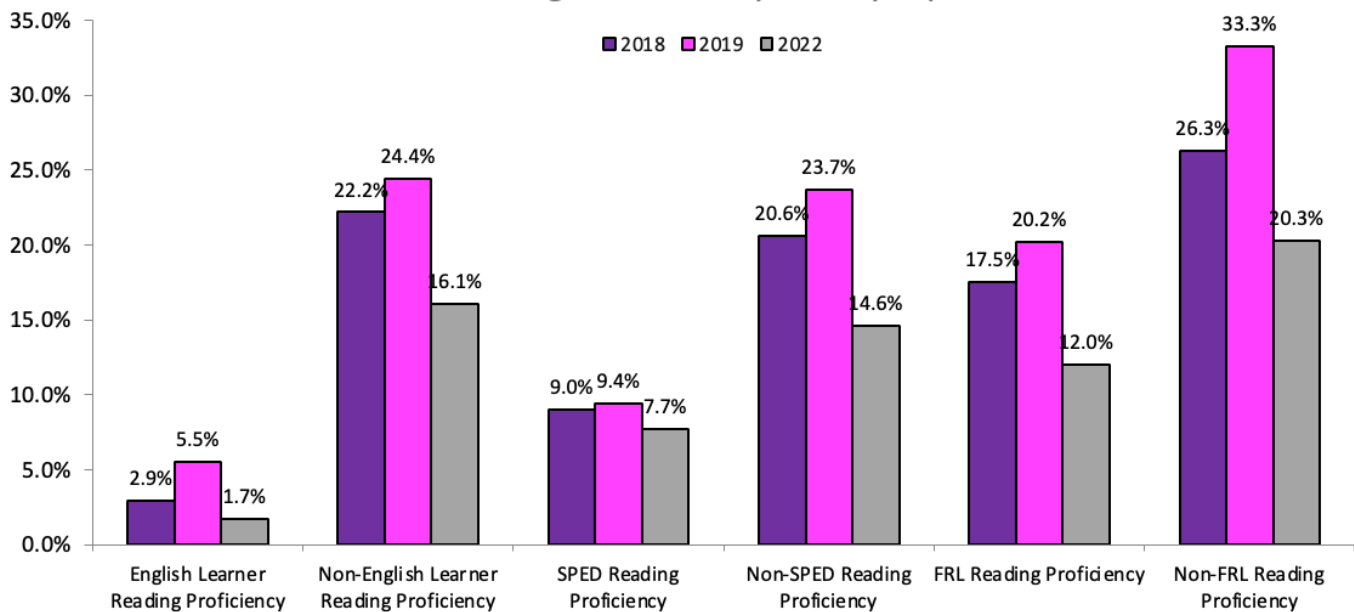
Brooklyn Center Middle School State Reading Accountability Tests by Race



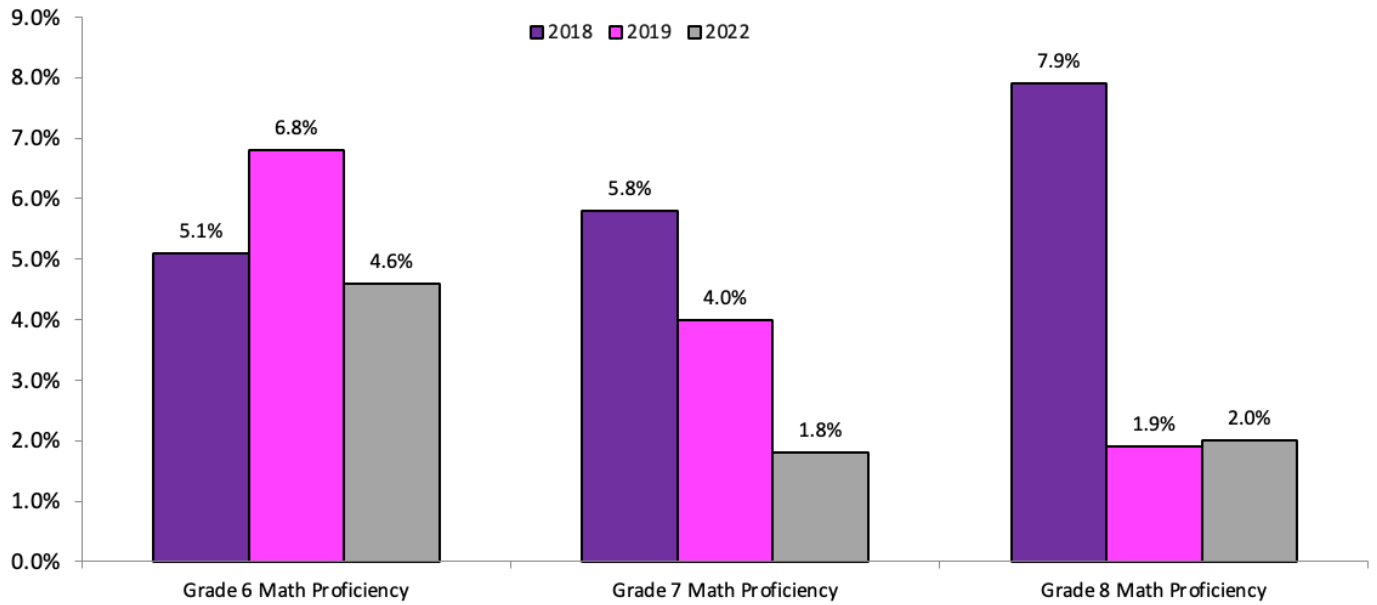
Brooklyn Center Middle School State Math Accountability Tests by Population



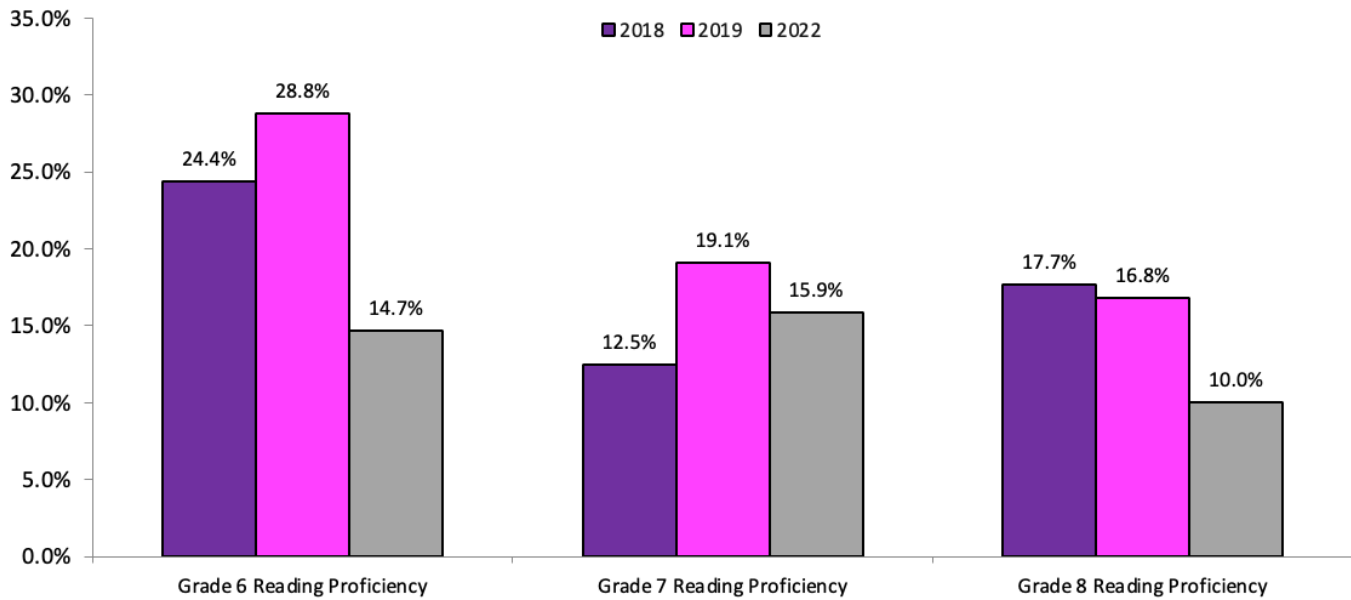
Brooklyn Center Middle School State Reading Accountability Tests by Population



Brooklyn Center Middle School State Math Accountability Tests by Grade



Brooklyn Center Middle School State Reading Accountability Tests by Grade



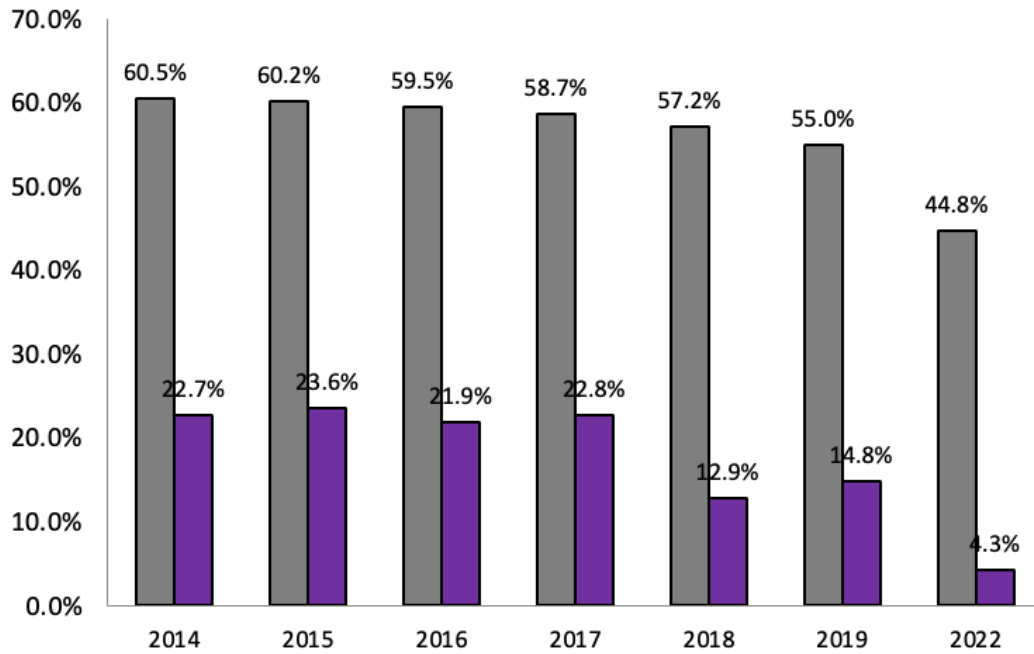
BC High School Math Accountability Tests

■ State Math Proficiency

■ BCBS Grade 11 Math Proficiency

Linear (State Math Proficiency)

Linear (BCBS Grade 11 Math Proficiency)



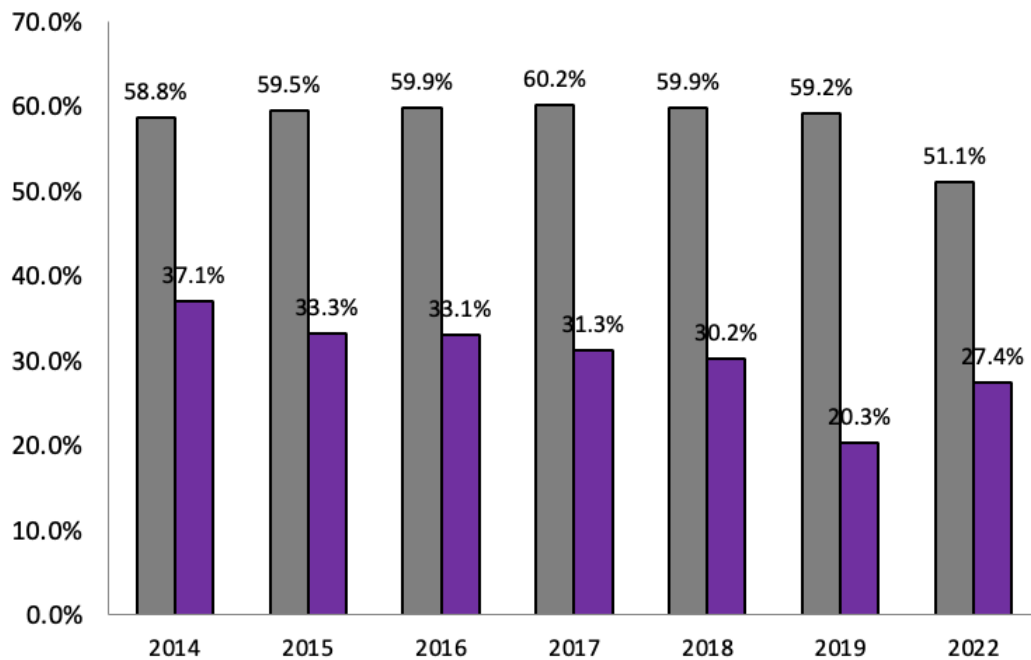
BC High School Reading Accountability Tests

■ State Reading Proficiency

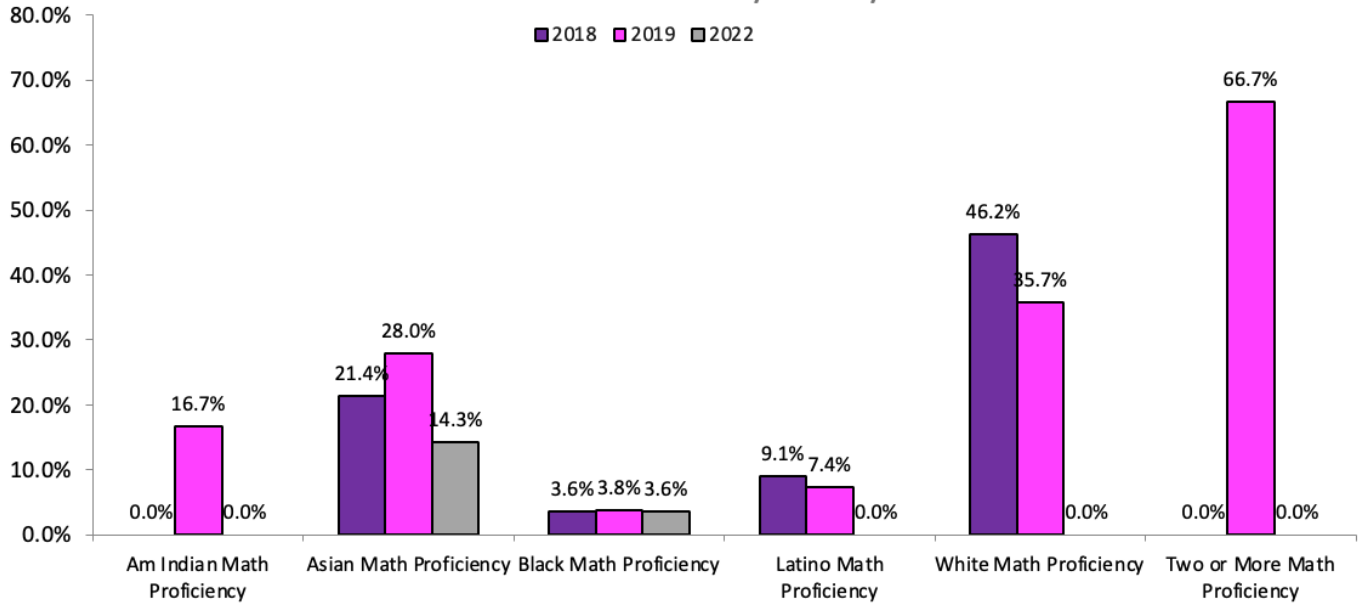
■ BCBS Grade 10 Reading Proficiency

Linear (State Reading Proficiency)

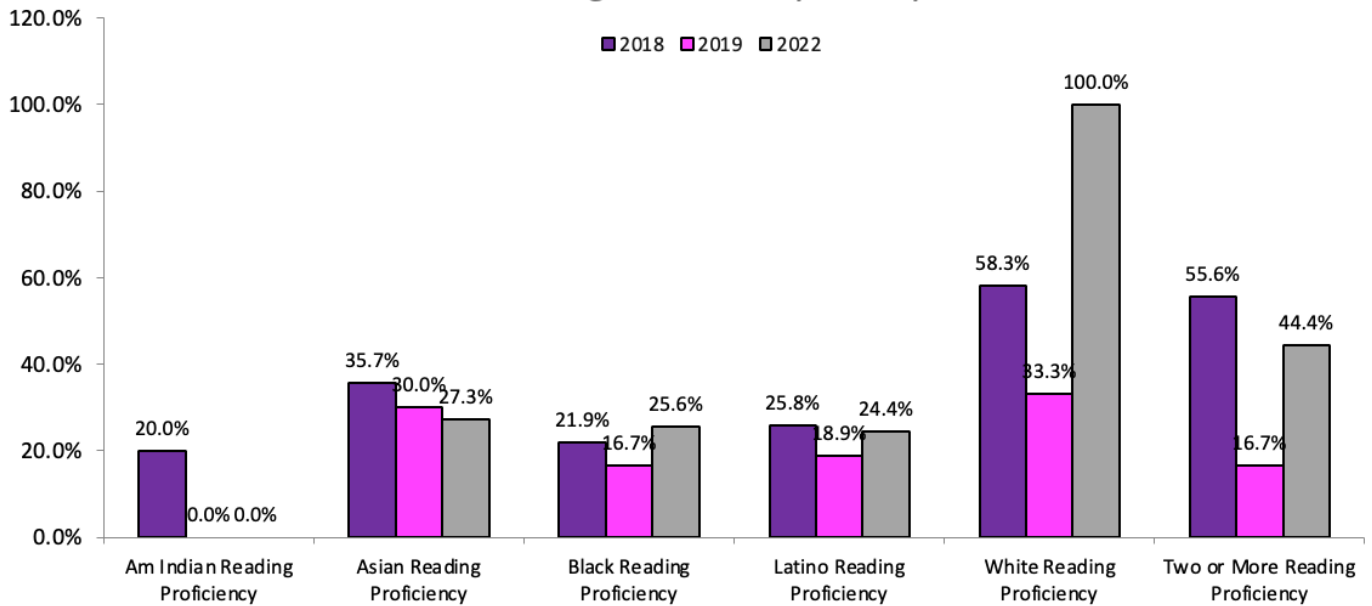
Linear (BCBS Grade 10 Reading Proficiency)



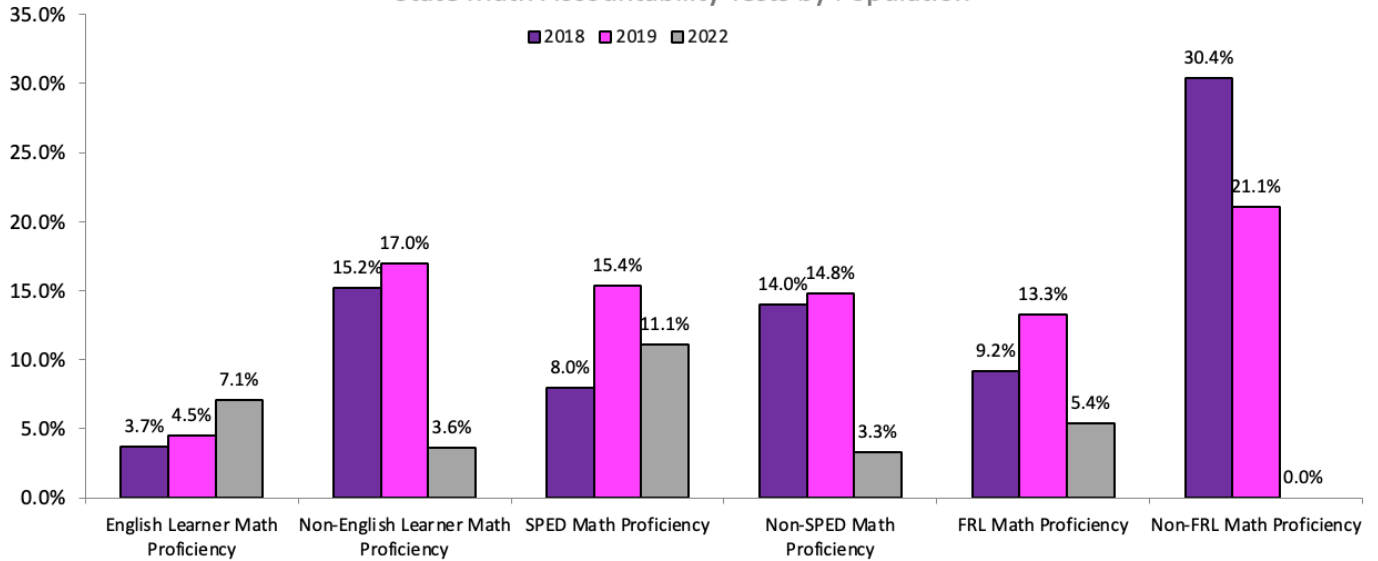
Brooklyn Center High School State Math Accountability Tests by Race



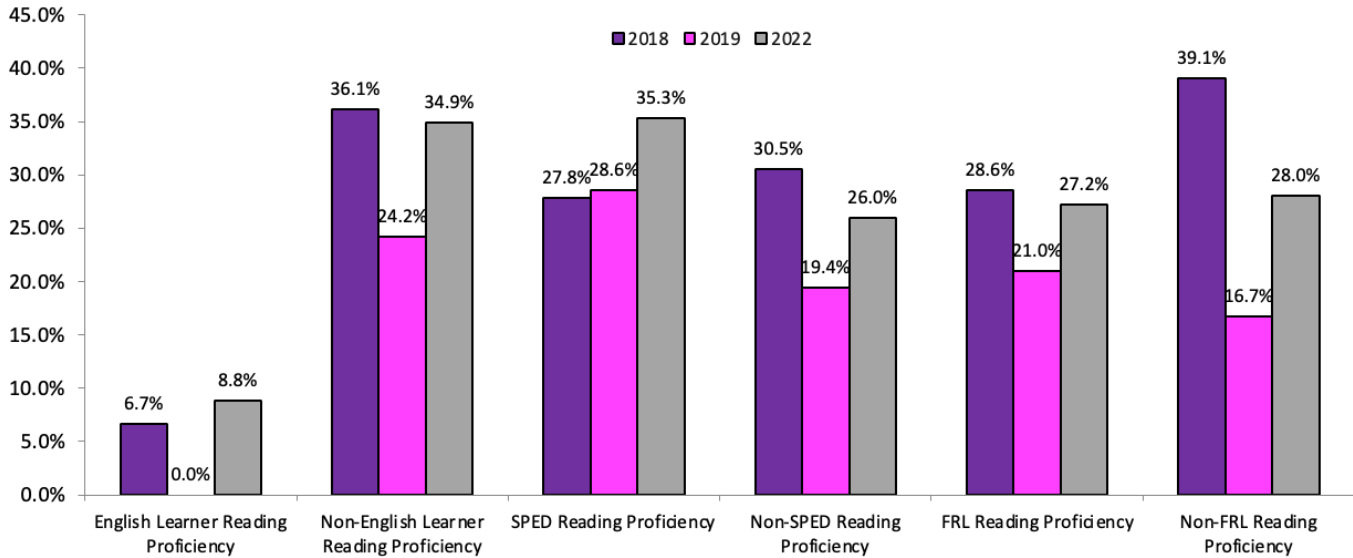
Brooklyn Center High School State Reading Accountability Tests by Race



Brooklyn Center High School State Math Accountability Tests by Population



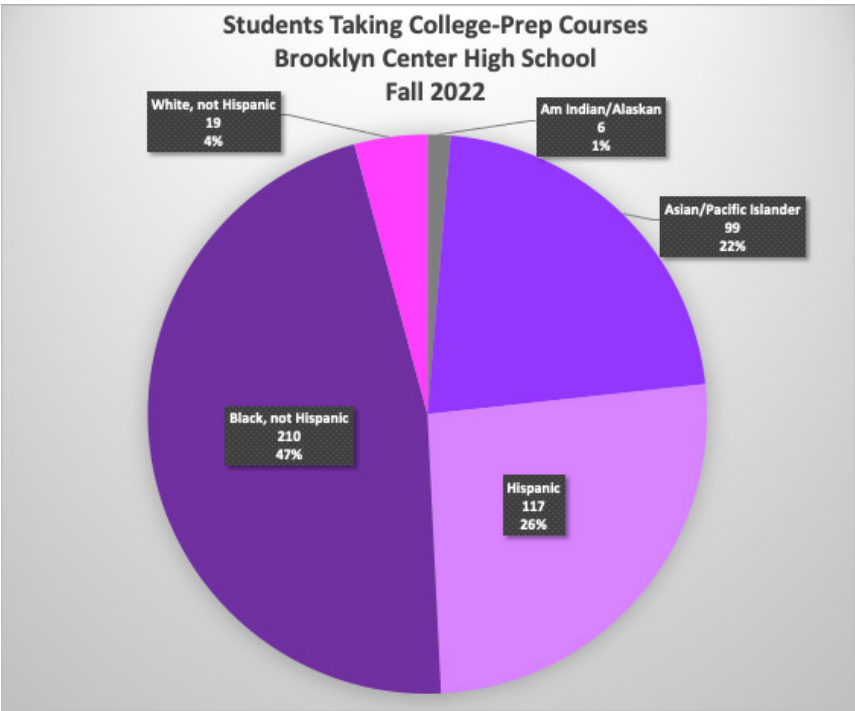
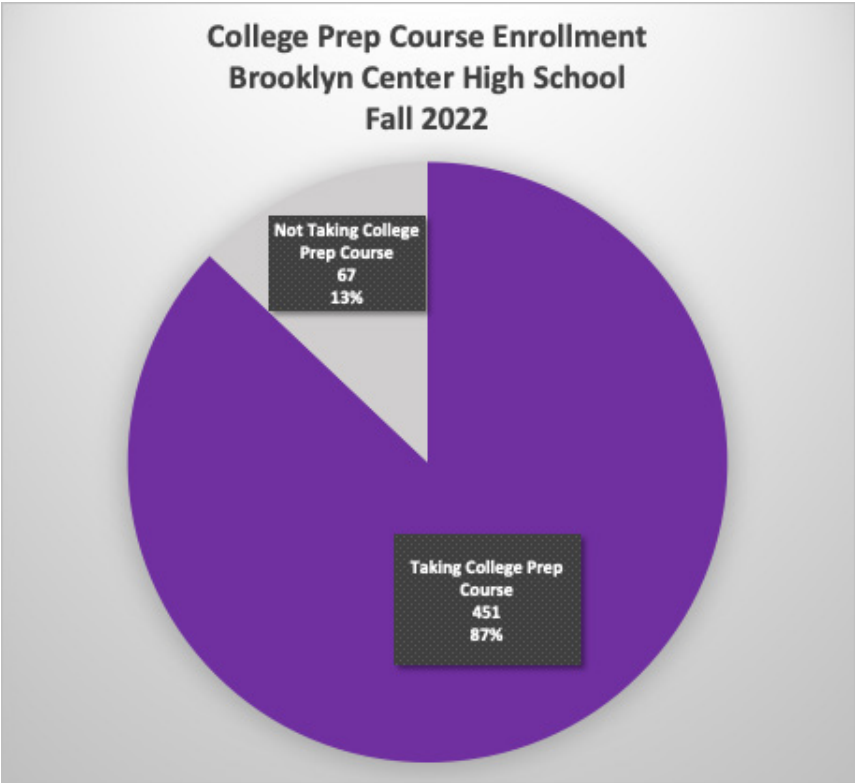
Brooklyn Center High School State Reading Accountability Tests by Population



COLLEGE READINESS

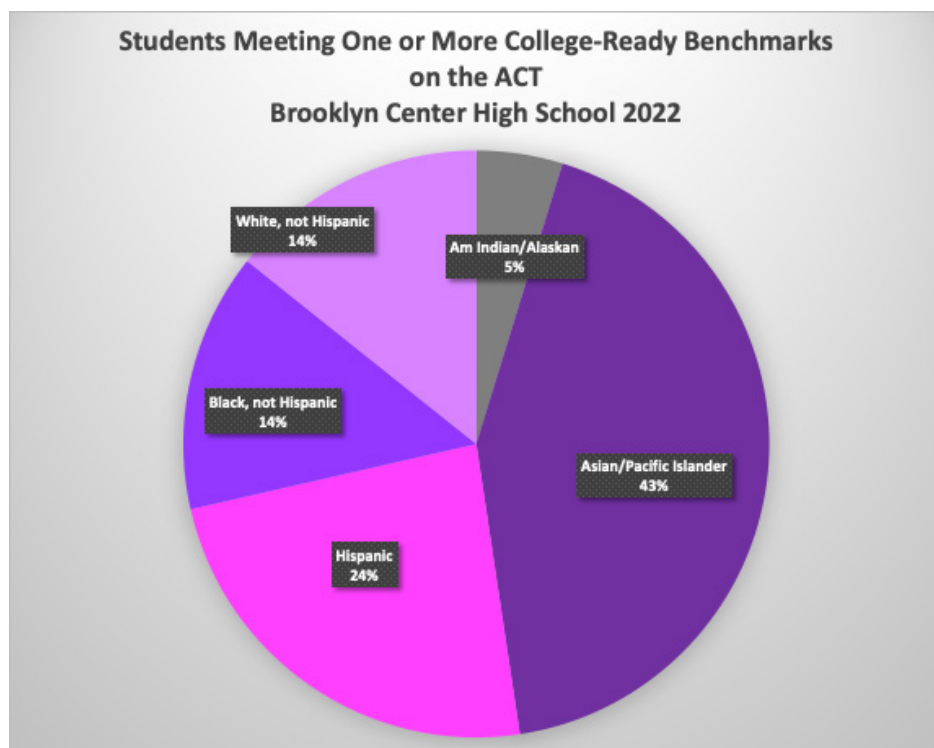
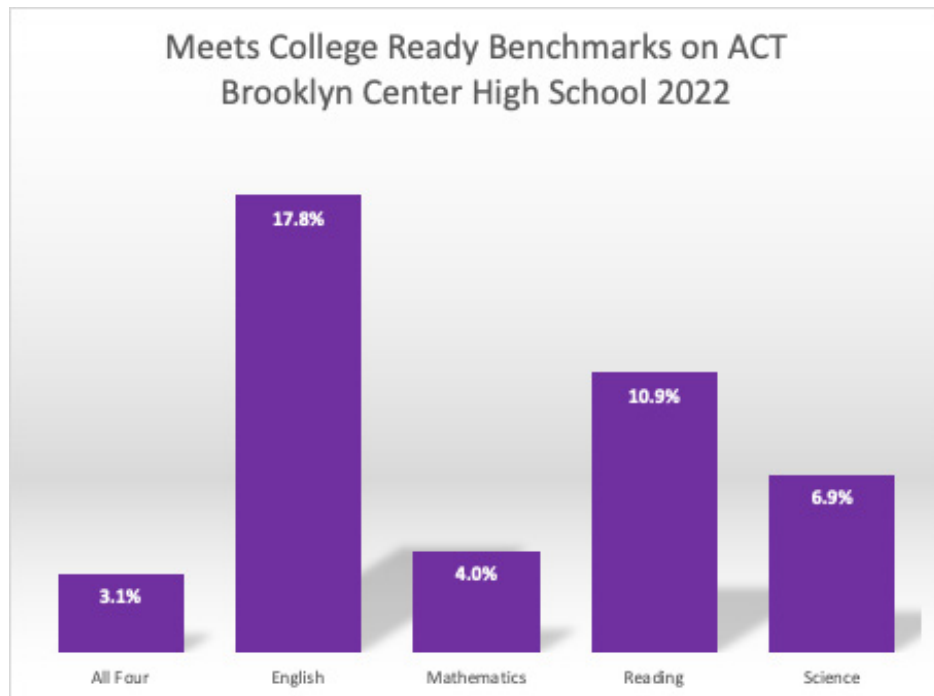
College Preparatory Course Enrollment

87.1% of our students are enrolled to take a college-preparatory course in the fall of 2022. The percent of students taking a college prep course well-matches our student demographic population.



ACT

More students met the college ready benchmarks in English and Reading than in Science or Math on the ACT in 2022. Of the students who met one or more college-ready benchmarks on the ACT, 43% were Asian, 24% were Hispanic/Latino, 14% were black, 14% were white, and 5% were American Indian. This is a disproportionately high percentage of Asian students and a disproportionate number low of Black students, compared to the overall population. Only 3.1% of students met all four of the college-ready benchmarks on the ACT.



GRADUATION RATES 2021

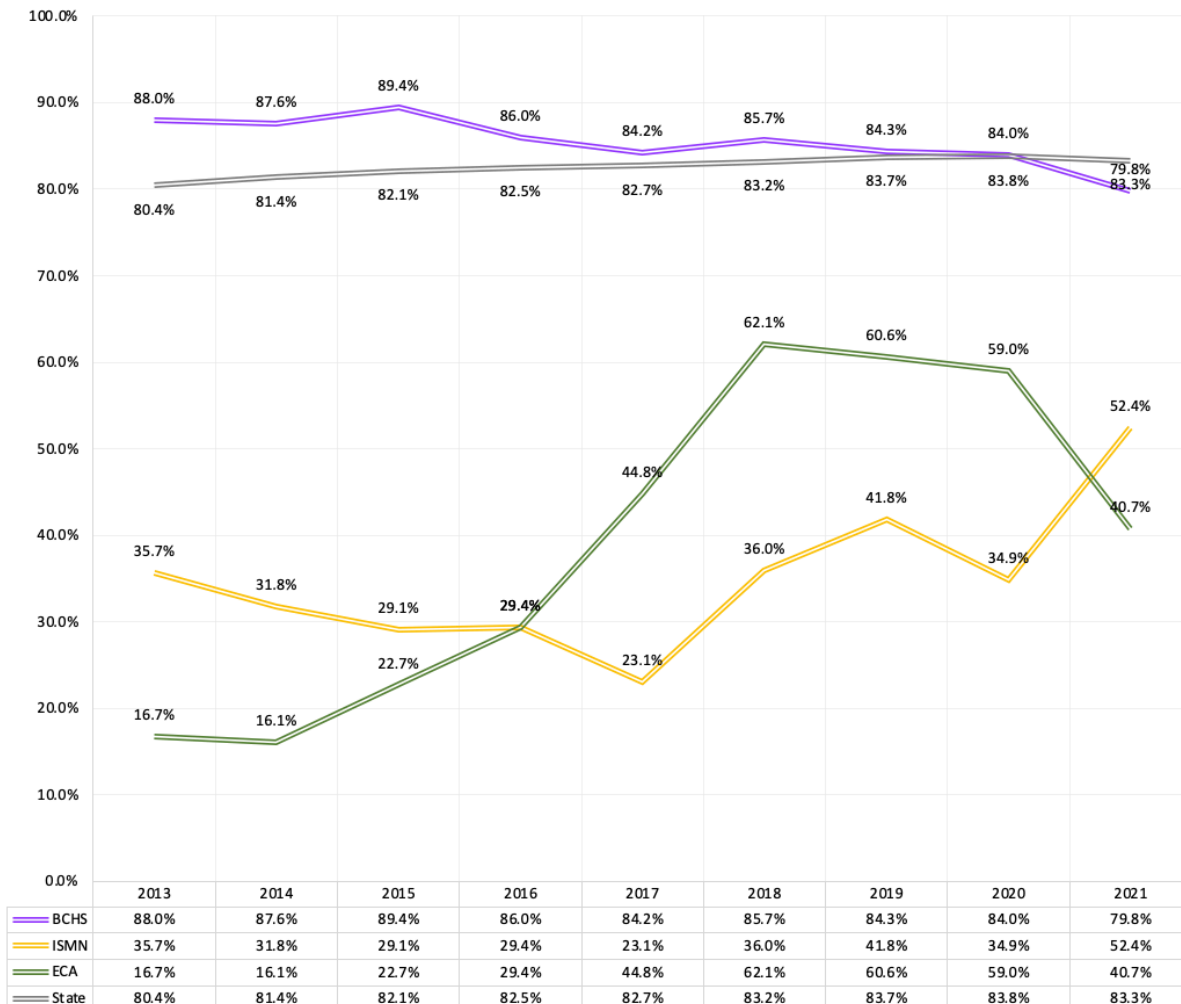
Brooklyn Center High School (79.8%) and BC Early College Academy (40.7%) saw a decrease in high school graduation rates during the pandemic in the 2020-2021 school year. For the first time in many years, BCHS dipped 3.5% below the state average for overall high school graduation. Our greatest drops were in the areas of Special Education (68.8%), white students (72.7%), black students (73.9%) and female students (77.6% - which is 5.7% lower than male students - the first year we have seen any discrepancy based on gender). Our highest graduation rates were Asian (100%) and Latino (83.9%).

However, even though overall rates were slightly lower than the state, Brooklyn Center High School still outperformed the state average in the following populations:

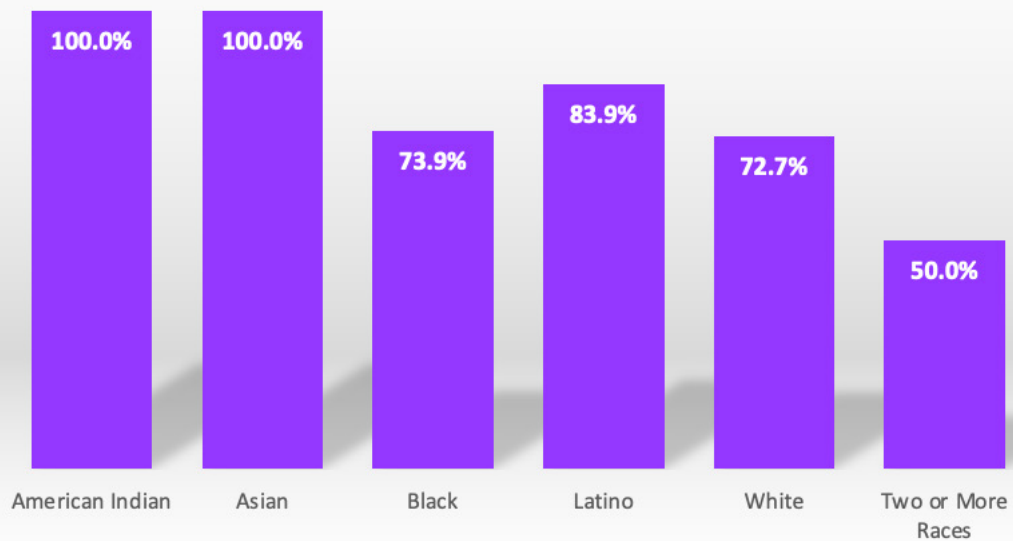
- Asian: 12.4% higher than the state average
- Black: 3.4% higher than the state average
- Latino: 14.6% higher than the state average
- English Learners: 14.5% higher than the state average
- Special Education: 4.8% higher than the state average
- Free and Reduced Lunch: 10.9% higher than the state average

Insight School of Minnesota, saw a large increase in graduation rate from prior years (up to 54.4%), including a 17.9% increase in just one year.

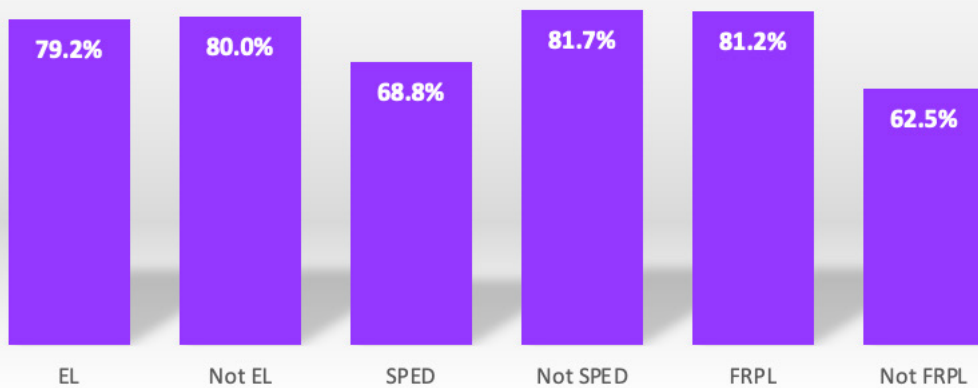
BROOKLYN CENTER SCHOOLS GRADUATION RATES



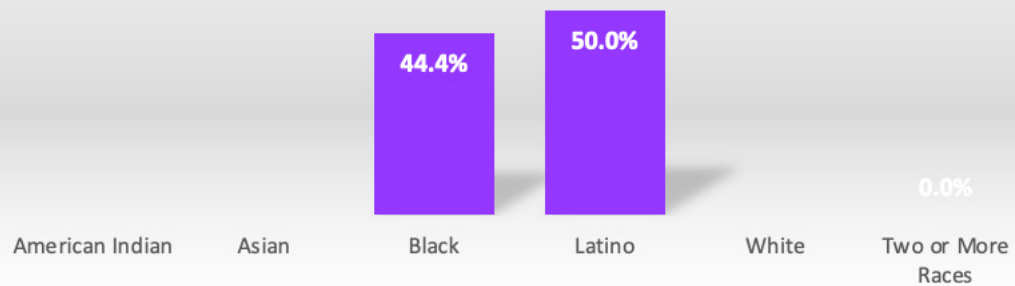
Graduation Rate by Race Brooklyn Center High School 2021



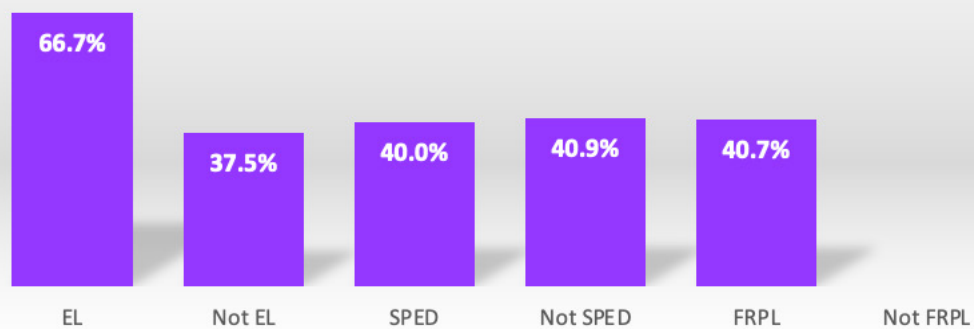
Graduation Rate by Population Brooklyn Center High School 2021



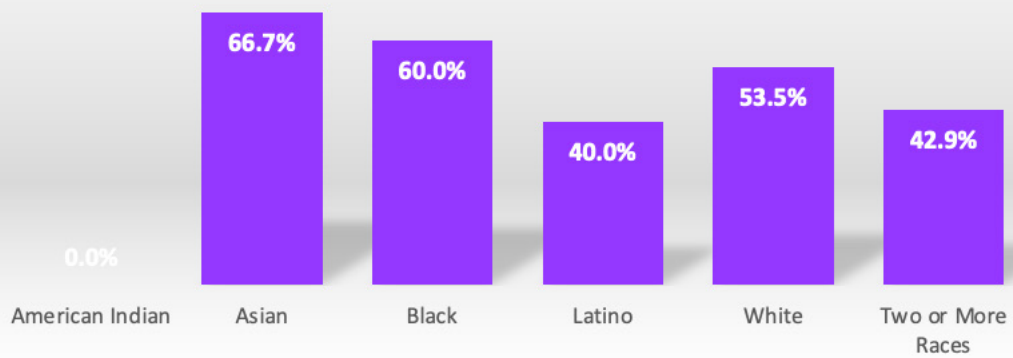
Graduation Rate by Race BC Early College Academy 2021



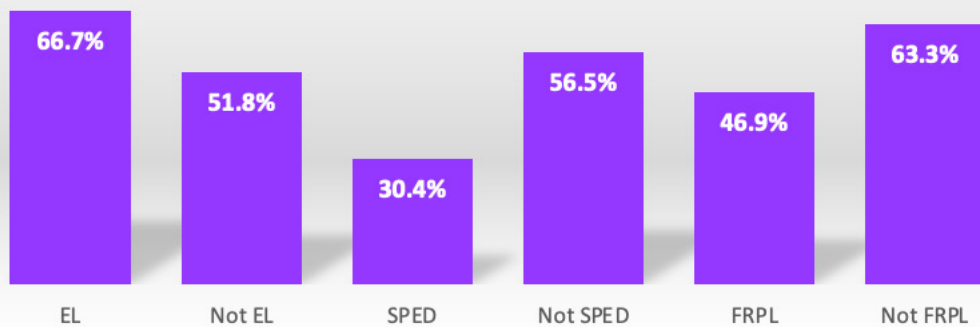
Graduation Rate by Population BC Early College Academy 2021



Graduation Rate by Race Insight School of Minnesota 2021



Graduation Rate by Population Insight School of Minnesota 2021



STRATEGIC DIRECTIONS FOR 2022-2023

Justice-centered systems:
restorative practices, safe and
supportive schools

Learner experience and student
achievement: Critical Literacy and
STEAM

Racial and social justice: trust and
transparency, parent engagement,
and data practices





Justice-centered systems: restorative practices, safe and supportive schools

- **Emphasize and build district-wide restorative practices:** The Restorative Practice Leadership Team will meet monthly to determine professional development opportunities and build the restorative practice foundation so all staff have the ability and confidence to use the circle process to repair harm by Spring 2023. In addition, a BCCS Restorative Practices Coordination team will craft a vision statement for BCCS restorative work and determine restorative practice priorities for SY 22-23.
- **Develop current school safety infrastructure and update the district's emergency preparedness plans:** Throughout the 2022-2023 school year, we will train all staff members in our emergency preparedness guide, establish and build the Emergency Response Teams, and conduct periodic safety audits. By the end of the year, each site will have secure entrances and exits with a comprehensive review of safety protocols, implementation, effectiveness and priorities moving forward as determined in collaboration with IEA and the district emergency response team.
- **Grow and develop our integrated student support through our new Community Schools Connection (CSC) form:** This resource will be integrated as a resource for staff to use to support students and families. Throughout the school year, regular data reviews will be conducted and a continuous improvement process will be implemented.





Learner experience and student achievement: Critical Literacy and STEAM

- **Create and Grow Critical Literacy:** Throughout the 2022-2023 school year, teachers will develop critical literacy instructional skills so at the conclusion of the 2022-2023 school year, 85% of classroom teachers across all content areas will self-report increased proficiency and efficacy.
- **Create and Grow STEAM Programming by aligning with the Comprehensive Arts Program Plan:** Throughout the 2022-2023 school year, the BCCS arts integration team will develop instructional models that support the development and persistence of arts programming birth-12.
- **Support the growth and achievement of every student**
 - **Social Emotional Learning (SEL):** At the conclusion of the 2022-2023 school year, 85% of students in grades 6 through 10 will self-report growth in 3 or more of the SEL competencies.
 - **Literacy:** At the conclusion of the 2022-2023 school year, 85% of students in grades K through 2 will meet their proficiency benchmark in letter identification, letter sounds, encoding, and oral reading fluency.
 - **Mathematics:** At the conclusion of the 2022-2023 school year, 85% of students in grades 3-5 will meet their target growth score based on the Fastbridge aMath assessment.
 - **College & Career Readiness (CCR):** At the conclusion of the 2022-2023 school year, 85% of students in grades 11 and 12 will document 2 or more potential post-secondary pathways they have investigated and are interested in potentially pursuing following graduation.





Racial and social justice: trust and transparency, parent engagement, and data practices

- **Develop and increase quality family and staff engagement opportunities throughout the school year:** Throughout the 2022-2023 school year, school sites will develop or review family engagement practices to ensure the inclusion of the core components of the Community Schools Pillars and meet the needs of our families. In addition, the district will evaluate and improve staff engagement practices to increase staff culture and climate and improve customer service.
- **Data driven practices for transparency, reflection and accountability:** Throughout the 22-23 school year, district staff will evaluate current data collection processes, solicit feedback from stakeholders (staff, students, and community members), and provide transparent communications to the community on how we plan to adjust our practices based on their feedback.



CONCLUSION

As we look to the 2022-2023 school year, we are already settling into the year feeling more grounded. We are guided by the voices of our students and families and will continue to grow into a community that is justice-centered and raises up marginalized or silenced members of our community. The quarantine guidelines have relaxed, and we anticipate more consistent student and staff attendance throughout the year. This will result in a more stable educational experience for our students this year, and provide us the opportunity to better address learning gaps and to better meet the needs of our community.



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