

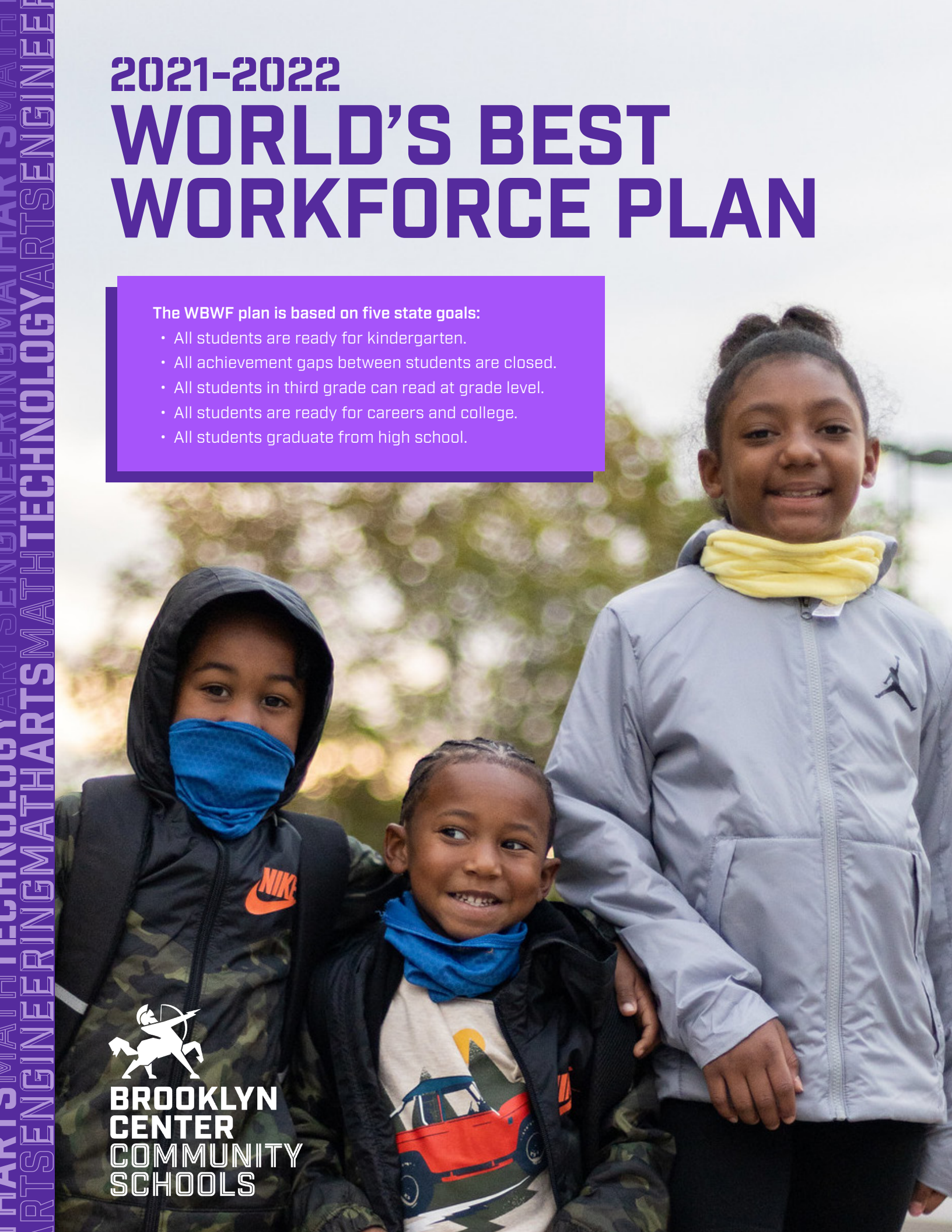
2021-2022 WORLD'S BEST WORKFORCE PLAN

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 rallied together as a community in the 2020-2021 school year. We organized food, supplies, health care, and services and coordinated efforts through our community schools partnerships to ensure that our students and families were supported throughout the pandemic and during an unusual year of remote and hybrid learning. Our community was also the epicenter of trauma as events unfolded after the police shooting of Daunte Wright within our district boundaries last spring. Our community again rallied together to provide food, resources, and services, and to temporarily relocate families who were displaced from their homes during the police response to protests near our apartment complexes and schools. We reached out to provide emotional support and provide a space for our students to process when their community was feeling unsafe and unstable. Our district has redoubled our efforts to disrupt oppressive and unjust learning systems and harmful practices, to open our hearts and our ears to our marginalized voices, and to lead in justice-centered education.

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.

OUTCOMES OF THE STRATEGIC PLAN 2020-2021

LEARNING MODEL REDESIGN

The learning model redesign action team was established in the summer of 2020 with the guiding purpose of redesigning the BCCS learning model to center the needs, desires, and lived experiences of each learner while dismantling the characteristics of white supremacy and acknowledging the absent narratives embedded within our current curricula. Throughout the fall of 2020, staff across sites and roles came together to identify prioritized short-term and long-term goals for this work. Short-term goals included: the development of explicit opportunities for educators to collaborate and experiment, the activation and inclusion of student-voice in curriculum revision/development, and the utilization of technology to re-envision the school experience and environment. Progress on each of the short-term goals was demonstrated at the conclusion of the 2020-2021 school year in the following ways:

1. Licensed staff throughout the school district met in collaborative teams weekly to discuss instructional innovation, review curricular materials, and revise course content.
2. At the secondary school level, students met with the English Language Arts department to share their perspective on new course development and their interest areas. As a result, five new courses have been developed and launched at the high school level and several new units have been developed and launched at the middle school level.
3. A K-12 technology skills progression has been drafted and will continue to be developed and revised throughout the current school year.

Additional longer-term goals identified by the learning model redesign team include: ongoing staff professional development with specific focus areas of rigorous instruction, culturally relevant pedagogy, and anti-oppressive consciousness development; continued curricular development and innovation; inclusion of student and community voice in instructional design and 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:

- Student led coalition for discipline, punishment, consequence and restorative practices
- Developed a new rights and responsibilities guide
- 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.

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.

DATA

Data collection during the 2020-2021 school year was shifted in focus to meet the immediate physical and emotional needs of our students and community. We collected data about what our students needed from us to participate in remote learning, and distributed devices to every student. We provided hotspots and made home visits to help families gain connection to the internet. We delivered food, school supplies, musical instruments, and books by bus and by van. We checked in to make sure our children were safe and healthy first, and we wanted them to know we cared about them, even when we couldn't see them in person. We adjusted our curriculum and assessment practices to meet current needs, and found creative ways to engage children in learning. When we were able to return to a hybrid model, we adjusted again to allow for both in-person and online learning, and prioritized meeting the needs of students with disabilities, students new to the country, and our homeless communities.

Typical summative and benchmark assessment around reading and math that occurs in a normal year was disrupted, inconsistent, and sometimes

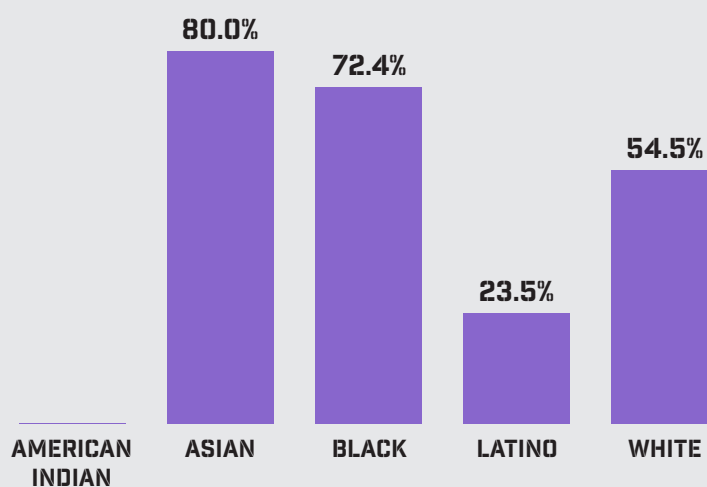
unreliable. We assessed when and where we could, but we also recognized that in times of pandemic and social unrest, we needed to put the physical and social-emotional needs of our students and families first. When children were being kept awake at night by flash-bangs and protests outside their apartment window, and when the roads were blockaded and the bus stops and stores for access to food and medical supplies in our community were closed, and when the national guard was posted on the corner, it was not the right time to give them a reading test or a college-entrance exam. Serving our children with love sometimes means being willing to set aside normal practice and address critical needs when they arise.

As a result, the data provided for World's Best Workforce for the 2020-2021 school year is sparse and inconclusive on most measures. We know that our students did not advance academically according to Minnesota standards as they would have in a normal school year, and we are identifying and addressing specific student needs this school year through the introduction of new intervention and enrichment programming.

SCHOOL READINESS

Our World's Best Workforce Plan is aligned with our Voluntary PreK Measuring Impact Plan and our Local Literacy Plan. In 2020-2021, we were able to assess only 72.8% of our PreK students. Of these, only 58.2% were proficient on the early Reading assessment in fall. 80% of Asian, 72.4% of Black, and 54.5% of our White students were proficient. The largest impact was seen in our Spanish-speaking community, with only a 23.5% proficiency level. No American Indian students were tested. We had only inconsistent and sparse testing in winter, and did not complete a spring assessment, due to local community trauma at this time within our district boundaries. Prior to the pandemic, our district was maintaining spring proficiency at or above 90% across all racial and ethnic groups for the past 5 years at the preK level.

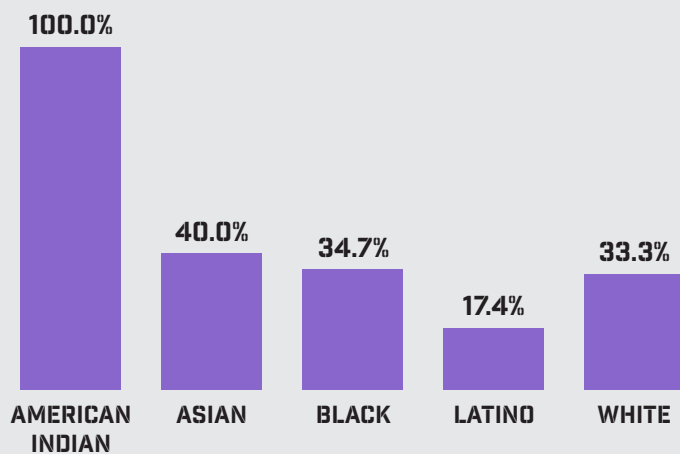
**PERCENT PROFICIENT IN PREK READING
FALL 2020**



READING WELL BY GRADE 3

Our World's Best Workforce Plan is aligned with our Local Literacy Plan and our Title plans to support reading achievement. In 2020-2021, the district was in full distance learning for three-fourths of the school year, and we were only able to test 64.6% of our 3rd grade students with the aReading screening assessment. Of those that tested, 100% of our American Indian, 40% of our Asian, 34.7% of our Black, 17.4% of our Latino, and 33.3% of our white students were proficient in the fall. We had only about quarter of those retested in the winter, and we did not test at all in the spring.

PERCENT PROFICIENT IN 3RD GRADE READING AT BROOKLYN CENTER ELEMENTARY SCHOOL FALL 2020



ACHIEVEMENT GAP REDUCTION

Our students did not take the MCA assessments the past two years, due to the pandemic and acute local community trauma around social justice issues. Prior data indicated that our students were scoring well below the state average in both reading and math, at all grade levels. Assessment of student proficiency and growth through use of benchmark measures has been interrupted and inconsistent in the past year.

Three-quarters of the school year our students were in remote learning. When we returned to a hybrid model, 50% of our students elected to stay in remote learning. We know that our youngest learners (up through third grade in particular) benefit from strong classroom culture and interaction with peers to develop their early literacy skills.

Anticipating that we have fallen behind, we are beginning the 2021-2022 school year at all grade levels full-time in-person, with a focus on building community and strong relationships, and implementing class-wide interventions in the areas of literacy, math, and social-emotional learning. Following fall screening and diagnostic assessments, flexible intervention and enrichment groups will begin based on specific student needs.



COLLEGE AND CAREER READINESS

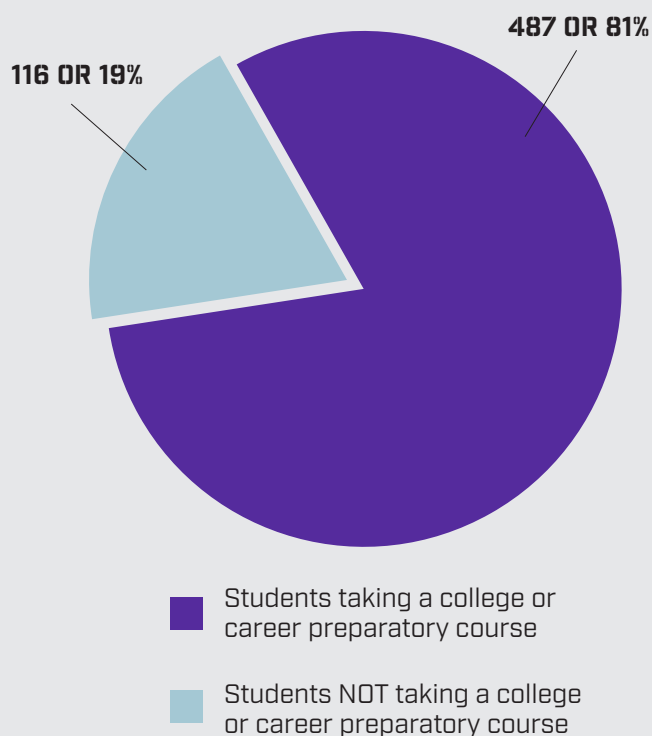
Our district offers multiple opportunities for students to earn college credit while in high school, including Project Lead the Way, College-in-the-Schools, College Now, PSEO, and CTE courses. All students take career interest inventories and meet with College and Career Readiness staff and guidance counselors to discuss their pathway towards their desired college and/or career. We also have an active AVID program for students in middle and high school to help students and families navigate to postsecondary readiness.

The high school offers a STEAM PLTW focus on Biomedical Sciences, CTE courses that provide certification in the culinary arts, Work Experience/Work-Based Learning programming, a Genesys Works program, and Transition programming.

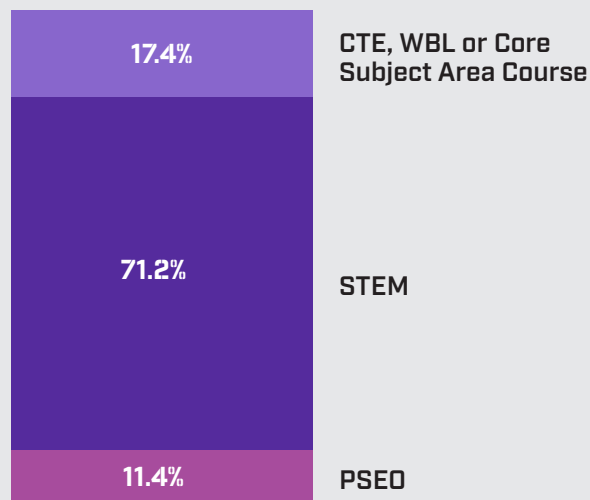
This fall, 80.8% (487 out of 603) Brooklyn Center High School students in grades 9-12 are registered for one or more college preparatory courses (courses that offer the opportunity to earn college credit in high school). Of these course enrollments, 11.4% of these students are going off campus to take their classes at the college of their choice, 71.2% are taking a STEM course (science, technology, engineering, or math), and the remaining 17.4% are taking either a CTE (Career and Technical Education) or Work-Based Learning 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.



STUDENTS TAKING COLLEGE AND CAREER PREPARATORY COURSES AT BROOKLYN CENTER HIGH SCHOOL FALL 2021



COLLEGE AND CAREER PREPARATORY COURSES TAKEN AT BROOKLYN CENTER HIGH SCHOOL FALL 2021



[COLLEGE AND CAREER READINESS]

Our ACT test administration in April of 2021 was cancelled due to the killing of Daunte Wright within our district boundaries just at the time the test was scheduled to be administered. Some of our students were able to take the ACT over the summer, and a full-district administration for all seniors will be offered this fall.

At the secondary level, we utilize the BARR program to assist with the transition from middle school to high school, and from elementary school to middle school. Building Assets, Reducing Risks (BARR) is a strengths-based model that provides schools with a comprehensive approach to meeting the academic, social, and emotional needs of all students. The two main goals of the program are to: 1) Increase the amount and depth of relationships among students and between adults and students, and 2) Eliminate course failure in 9th grade without lowering the standard and expectations.

The BARR program has helped to transform the student experience in our transition years

of grades six and nine. We are expanding our commitment to increasing the amount and depth of relationships among students and between adults and students by implementing the One2One mentorship program at our secondary schools. The One2One mentorship program is a child-centered approach to pro-social community development that takes place within the school day. Students will engage with a weekly curriculum focused on intentional relationship building and development of SEL skills and resiliencies in the areas of empathy, trust, assertiveness, critical thinking and reflection.

The College and Career Readiness Center (CCRC) supports all students in exploring, planning for, and transitioning to postsecondary life. CCRC staff meet individually and with small groups of students to design experiences (internships, job shadowing, college visits, etc) that help students and their families explore postsecondary opportunities and develop their unique plans.



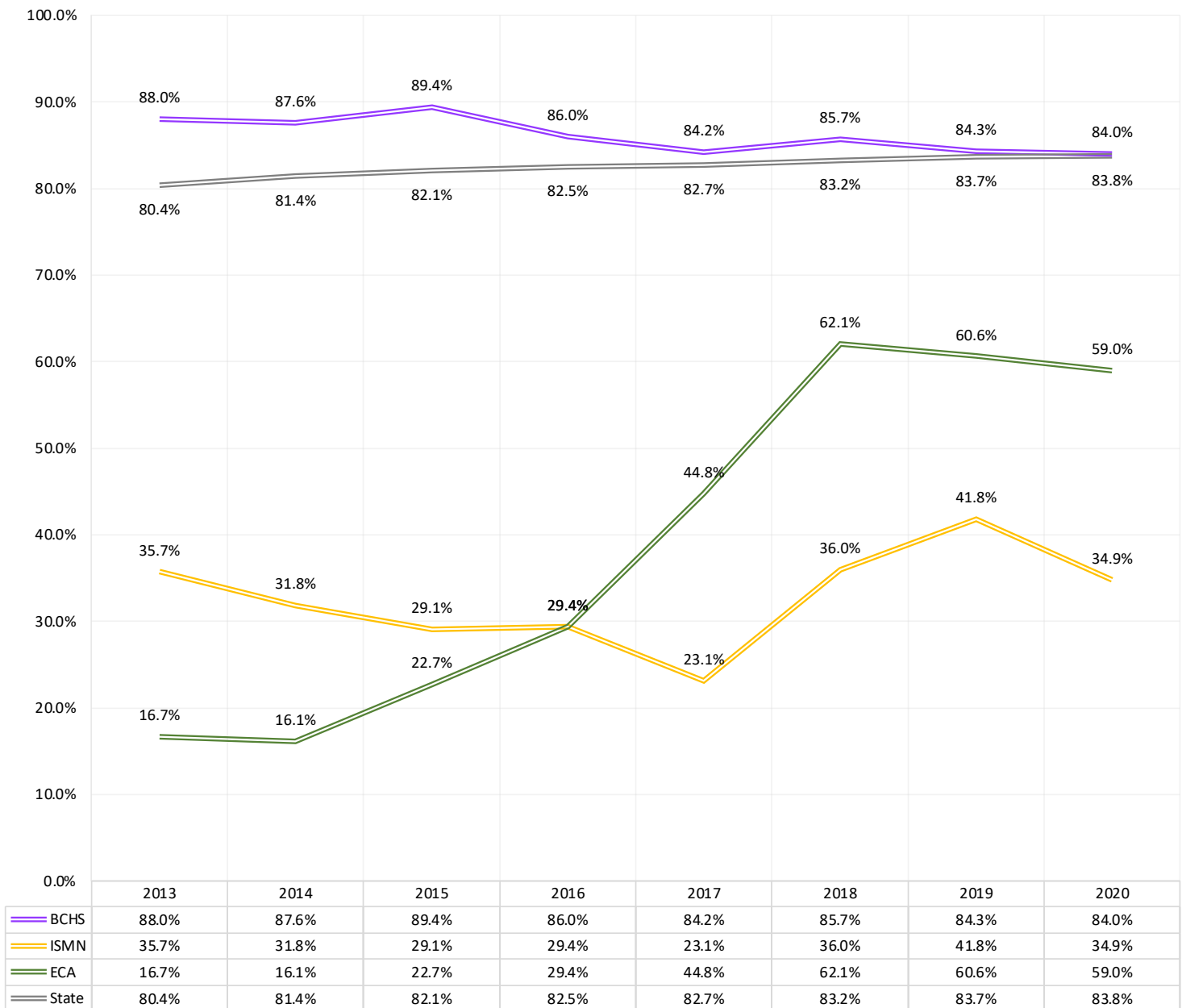
GRADUATION RATES

The graduation rate at Brooklyn Center High School has remained above the state average for the past eight years, and is currently at 83.97% for all students. The Early College Academy came in at 59.0% graduation rate, which is slightly [1.6%] down from the year prior. This is still a promising graduation rate for any ALC school of this kind, and higher than similar schools with similar populations. Our alternative online school, Insight School of Minnesota, came in at 34.9%.

43.2% of all seniors in the district were attending Brooklyn Center High School, and 56.8% of our seniors were attending one of our two alternative learning sites in 2019-2020.

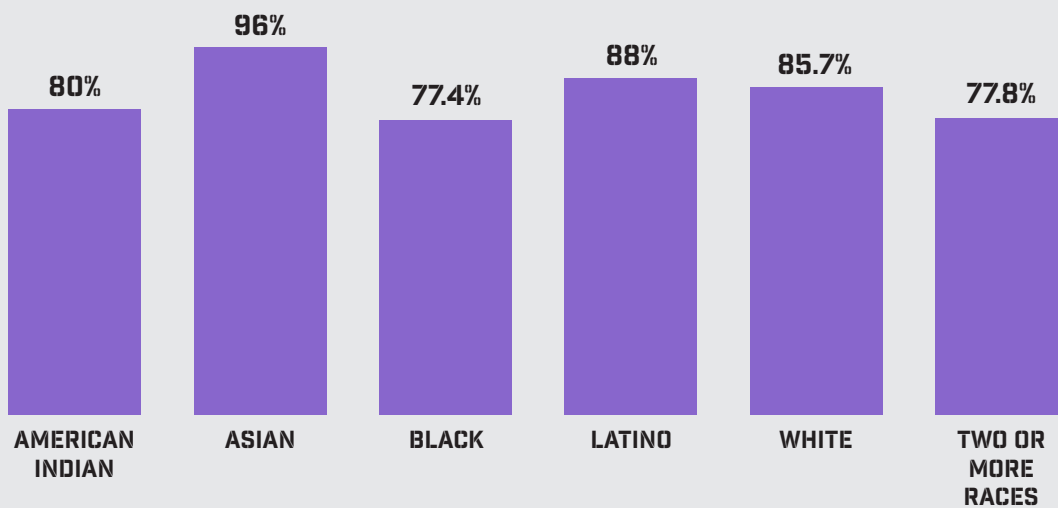


BROOKLYN CENTER SCHOOLS GRADUATION RATES

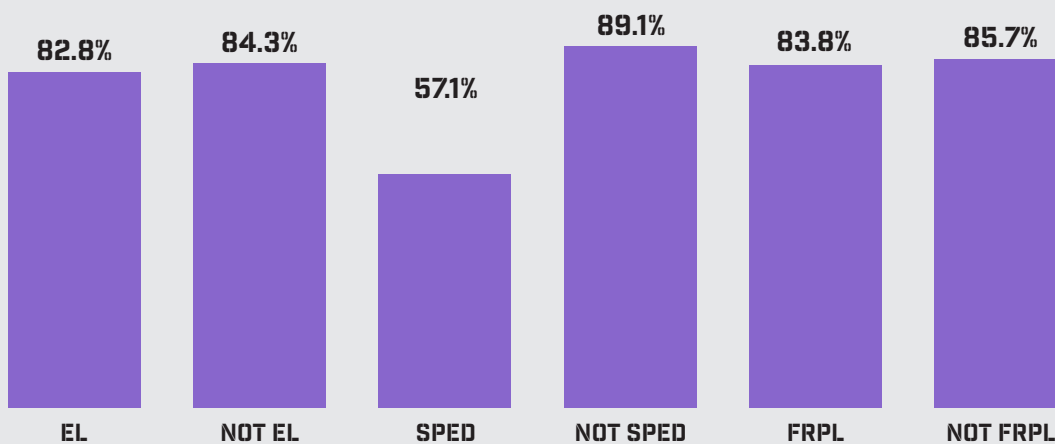




**2020 GRADUATION RATE BY RACE
AT BROOKLYN CENTER HIGH SCHOOL**



**2020 GRADUATION RATE BY POPULATION
AT BROOKLYN CENTER HIGH SCHOOL**



STRATEGIC DIRECTIONS FOR 2021-2022

EQUITY FRAMEWORK DEVELOPMENT

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Each staff member at BCCS will be required to develop an equity and justice project that aligns to their access point. Data will be collected to determine progress for individual goals, groups goals, school goals and district goals. The collective narrative from this data helps inform changes to the equity framework to maintain it's adaptive and non-linear approach towards equity and justice.

LEADERSHIP PROJECTS

Leadership Intentions and commitments:

the lenses with which we will lead and grow as individuals and as a team this year.

- Become a community where humanity thrives
- Be transparent about our journey towards our Mission, Vision and Core Values
- Live and operate through the pillars of Community Schools
- Examine our use and practices of data so that we can measure our progress
- Actively communicate and share our leadership practices and growth

Leadership Goal:

to become justice centered leaders

Actionable Projects/Deliverables for Strategic Planning Work (To be developed over the course of the next 5 to 6 months).

- 1. Systematize Pillars of Community Schools in all of our processes, policy and procedures** - As we develop a justice centered budget process, School Improvement Plans, Human Resource management, etc.
- 2. Decentralize Evaluation and Growth Process** - Develop a Justice Centered and collaborative Performance Management process for BCCS leaders that can be shared transparently across the district and pushes us to become justice centered leaders as well as with all employees
- 3. Create critical spaces for growth, development and transparency through communication** - Develop communications so that we have a tool for building trust and transparency about our leadership growth and process towards becoming justice centered leaders, so that all of our work is shared and understood on a consistent basis - Know, Do, Share, Report.

ACTION STRATEGY PLAN

Most strategic plans begin with the action strategies from a top down collaborative approach. As we work to become justice centered, we must build the action strategies based on the access points for each of our stakeholders from the bottom up and the inside out. This new approach decentralizes the work and allows the community to take hold of our mission, vision and core values.

All employees will develop performance management goals aligned with what it means to be justice-centered based on their intersectional identities, skill sets, and mindsets. These goals aligned with our core values and the pillars of community schools will determine our strategic action moving forward when it comes to student achievement, data and measurement, and our professional development model.

CONCLUSION

This past year has taught us the importance of human connection and compassion during times of unrest and instability, and has deepened our resolve to lead with love, and to amplify and embrace the voices of our students and families. Our curriculum and our school and classroom cultures belong to the young people we serve, and we invite them to take an active and critical role as we strive to become a more justice-centered place for growth. We acknowledge that we have inherited systems of learning that have disadvantaged and silenced communities, and we are committed to identifying and replacing these practices and nourishing the inherent gifts and talents of our youth. Just as we can rally together during a time of pandemic and social unrest to ensure our families have access to health care, food, and a safe place to sleep at night, we can also rally together to affirm and advocate for the young people we love and serve.



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