

WORLD'S BEST WORKFORCE

OCTOBER 2020 REPORT

- Year 5 priorities
- Shift in focus: responding to our community's needs during COVID-19
- Assessment data
- Where we're headed: action teams and core planning update

YEAR 5 PRIORITIES

Each year, district and site leaders provide an update on the work of the strategic plan to the core planning team. Following the update to the core planning team in April 2019, the team identified priority areas for the 2019-2020 school year, the final year of the 2020 strategic plan.

When we looked at our progress to goals before the last year of the strategic plan, we saw that the work was still not complete and there were other priority areas identified. For the final year of the plan, we decided to deepen our commitment to specific projects in each strategy.

When reflecting on the 2019-2020 school year, it's important to note that COVID-19 impacted our community in March and for the remainder of the school year. As such, many of the projects we identified were not seen to fruition. Additionally, we were not able to administer key assessments to measure student achievement in the spring.

OUR STRATEGIES & FOCUS

1

**TRUST THROUGH
TRANSPARENCY**

2

**DEFINE & DECLARE
OUR COMMITMENT
TO RACIAL EQUITY**

3

**SOCIAL EMOTIONAL
LEARNING**

STRATEGY #1

Priority work for the 2019-2020 school year

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

Focus for 2019-2020: Trust through Transparency

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

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

Work completed

- Regular onboarding and orientation sessions with new staff
- Rebranding process
 - We created an updated visual identity to align with the organizational identity. The rebrand also helped shape messaging for telling our story and marketing the district.
- Internal communication and climate audit
- Regular communication highlights
- Building a culture of recognition

STRATEGY #2

Priority work for the 2019-2020 school year

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

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

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

- Write an equity plan
 - Establish a District Equity Team
 - Identify next equity partnership
 - Create racial affinity groups for staff and students
- Create an Equitable Access Plan
 - Build the Grow Your Own program
 - Support new teachers
 - Recruit and retain staff

Work completed

- Continued implementation of Equitable Access Plan
 - Language in teacher contract on ULA
 - Recruitment and hiring
 - Support for retention
- Equity plan has been created following the core planning retreat and is beginning their planning and design work
- Reform design and commitment
 - Declaration for equity-driven organizational scan and accelerated action planning
 - Requested commitment from leaders
 - Brainstorming and action planning process to include other BCCS staff members
- Recurring meetings with students and staff of color
- Hiring of Nuhu Simms, equity coordinator, and Asha Omar, equity teacher
- Affinity Group Design and planned expansion
- Teacher Mentorship Direction
- PLC Equity goal planning
- Affinity groups are underway at BCCS and will begin at BCE; accountability partner design at ECO

STRATEGY #3

Priority work for the 2019-2020 school year

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

Focus for 2019-2020: Social Emotional Learning

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

- Create implementation team to drive the work
 - Our intra- and inter- personal rubrics were built three years ago as a part of the work of the strategic plan. These rubrics are designed to assess the impact of teaching social and emotional skills for our students across our spectrum E-12.
- Embed and train staff about restorative practices

Work completed

- Three Social Emotional Interventionist positions were hired at the elementary school for the 2020-2021
- Social work teams planned their design and delivery model at the elementary school
- The Student Management Collaborative began its work and has since transformed into the Justice Coalition with students as the primary partners in the work



MEASUREMENT OF THE STRATEGIC PLAN

Focus for 2019-2020: Moving the Needle

We will identify methods to measure the success of our work

- Growth picture: Analytics and RtI
- Proficiency and Growth measures (Testing): Our assessment scores do not reflect the potential of our young people or our commitment as professionals. Proficiency scores have declined each year for the past four years. We must move the needle on student achievement. There is no more should or could, rather, it is our moral imperative to ensure that our students are making progress toward achieving mastery of their grade levels standards.
- Dashboard analysis: In the fall, we will be introducing a dashboard which will allow teachers, leaders, and families to monitor student progress from both a macro- and micro-leveled picture. We will utilize this feature to incorporate data more intentionally into our practice.

Work completed

- Middle school math teachers spent time rethinking their curriculum and assessment model
- Progress monitoring redesign at the elementary school
- 5th grade
- Problem Solving Team and Intervention work
- True data/progress monitoring across all grades
- Internal communication and climate audit
- Regular communication highlights
- Building a culture of recognition



SHIFT IN FOCUS

Responding to our community's needs during COVID-19

No one planned for COVID-19. Information changed weekly, daily and even hourly as our society learned more about the pandemic. School districts were charged with continuing necessary services so our local communities could continue to function. BCCS started distance learning on Monday, March 16, not knowing when we would see our students again. We would not see them for the remainder of the year.

During the crisis, we quickly planned and executed the following services:

- Distance Learning planning and design, including grading, attendance and assessment
- Extended COVID Cabinet, including site leaders and program managers
- Transportation and nutrition services designed a meal distribution program to deliver meals to as many children as possible. During its peak, we distributed more than 600 meals per day.
- Childcare for essential workers was established at no cost
- Created the resource and support line to assist families in need
- Hourly staff from every pocket of our district stepped up to meet the needs of community

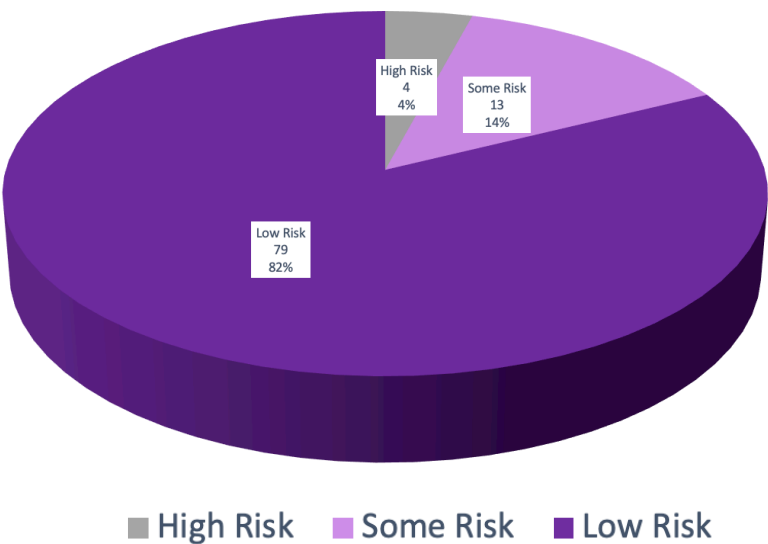
Additionally, we partnered with community organizations to create what was called the BC Together group. One of the most impactful projects of this group was procuring a tech device for every child, E-12, in our school district. This group also helped identify partners to address internet access issues. Prior to March, we did not have a 1:1 technology program. Thanks to our incredible partners, we were able to provide a device for every student by May 1.

SCHOOL READINESS

Our World’s Best Workforce Plan is aligned with our Voluntary PreK Measuring Impact Plan and our Local Literacy Plan. In the 2019 - 2020 school year we utilized the EarlyReading benchmark assessments for screening and diagnostic purposes at the PreK level. Due to the pandemic, the spring assessment was not conducted. This fall, we are adjusting our usual screening and assessment for all current Kindergarten students in order to identify academic gaps or learning loss related to the closure of school buildings beginning March 15, 2020. We are specifically assessing onset and letter sounds with current kindergarten students.

Our Winter 2019-2020 Early Reading results indicate that 82% of our Prekindergarten students are on track for kindergarten, 14% were at Some Risk for not being on track, and 4% were at High Risk for not being on track. The four students who were at the highest risk were black or Latino.

PRE-K EARLYREADING RESULTS WINTER 2019-2020

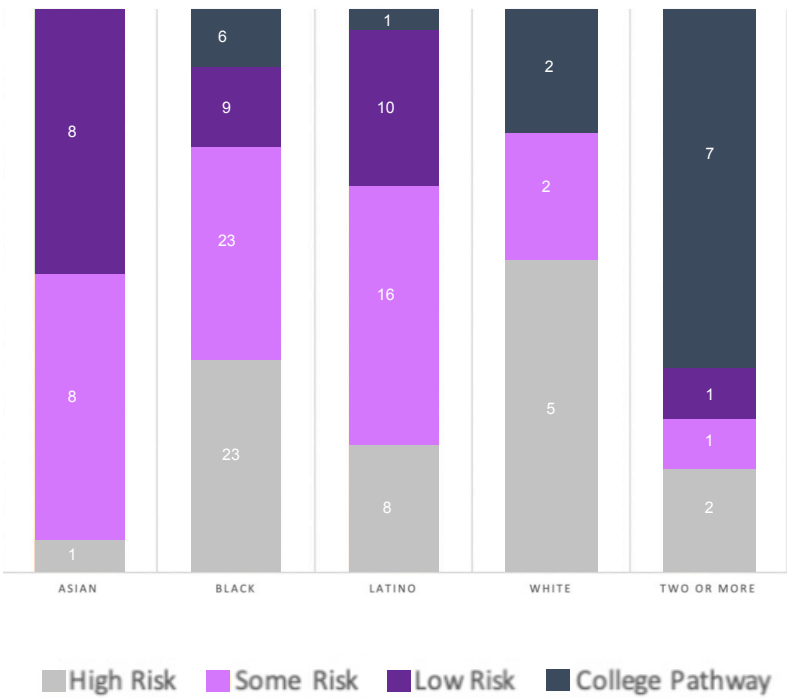


READING BY GRADE 3

Our World’s Best Workforce Plan is aligned with our Local Literacy Plan and our Title plans to support reading achievement. In the 2019 - 2020 school year we utilized the aReading benchmark assessment for screening to identify students for additional diagnostic tests to determine instructional plans. We also used grade-wide data to determine growth between screening periods with the focus on making sure that all students were making expected-to-accelerated growth. Due to the pandemic, this assessment was not administered in the spring. In order to assess learning gaps we are adjusting our fall assessment calendar to include an initial assessment of CBM reading for students in grades 3 - 5.

Our Winter 2019 - 2020 aReading results show that 33.1% of our 3rd grade students were meeting grade level proficiency (either at low risk or college pathway). 37.6% were at Some Risk and 29.3% were at High Risk.

GRADE 3 AREADING WINTER 2019-2020



ACHIEVEMENT GAP REDUCTION

Brooklyn Center is focused on raising achievement for all students. 92% of our students are students of color, and 84.5% of our students participate in the Free and Reduced Lunch program. 35% of our students have a home language other than English. MCAs were not administered in 2019- 2020. Trend data from prior years shows that students across all populations are well below the state in proficiency in both reading and math, and achievement gaps are evident. Because our overall proficiency in both reading and math remains far below the state average, our primary gap reduction strategy for both reading and math is implementation of rigorous, culturally responsive curriculum, instruction, and assessment for all students and in all classrooms.

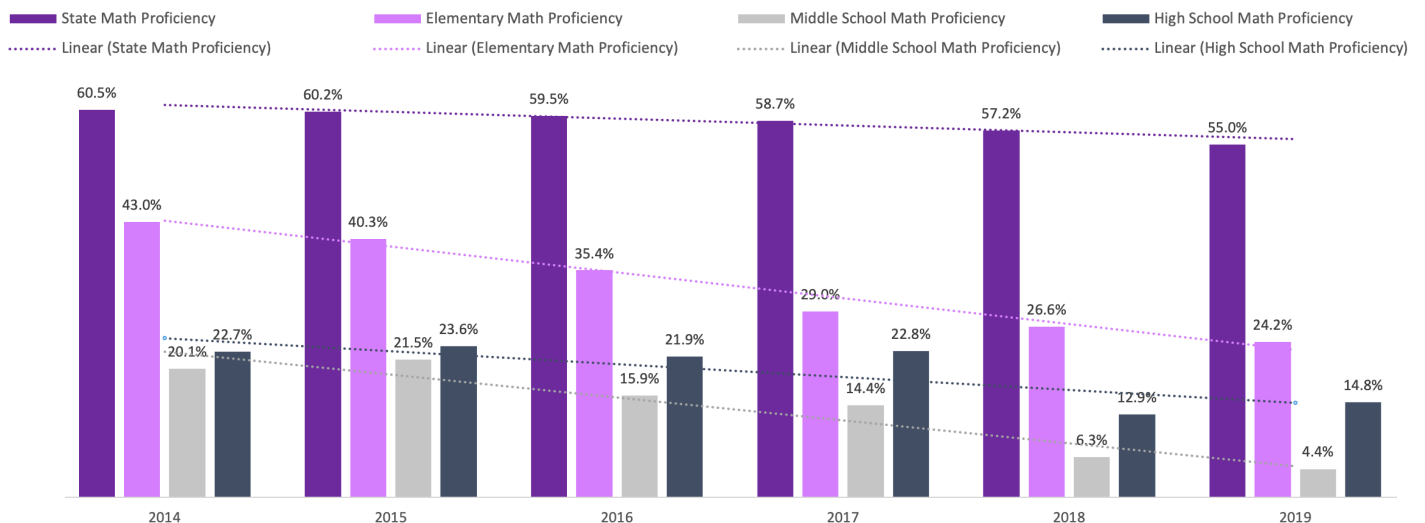
In the 2019 - 2020 school year, we initiated a new Response to Intervention (RTI) system through a Multi-Tiered System of Supports (MTSS). This provides educators in our district the opportunity to implement targeted interventions in literacy, math, writing, social emotional learning, and English Language Development (ELD). This system will allow us to monitor student progress and track the effectiveness of our interventions.

In order to coordinate this work, we have realigned budget priorities to provide for a 0.5 FTE RTI/MTSS Coordinator at the elementary school that will oversee this process. At the secondary, we are working through established grade level teams to implement and support the RTI/MTSS process.

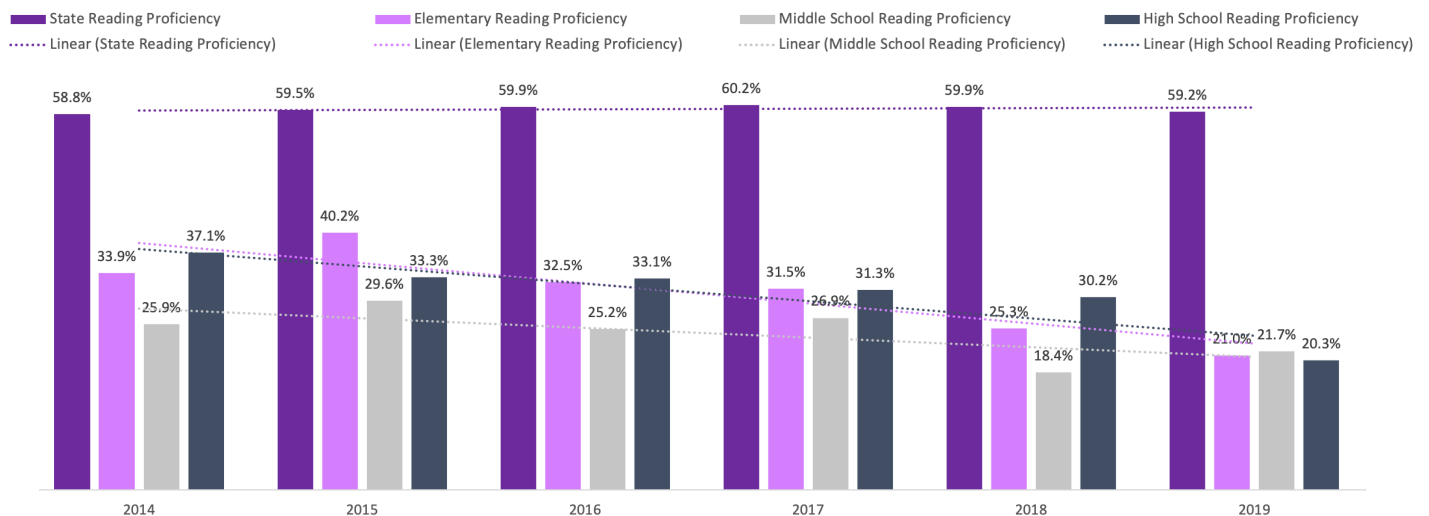
The transition of our district to 1:1 student devices in the 2020 - 2021 school year will allow us to differentiate and personalize instruction in ways that we have not been able to do system-wide before. We are implementing a new Learning Management System at the secondary level that excels in providing opportunities for differentiation and personalization of instruction.

In the past year, we have overhauled our out-of-school time programming K- 12 to better align with specific student needs and to better target students in need of additional supports and interventions. Our out-of-school-time staff will work directly with staff from the Curriculum and Instruction department to ensure alignment of out-of-school-programming with school-day curriculum and standards.

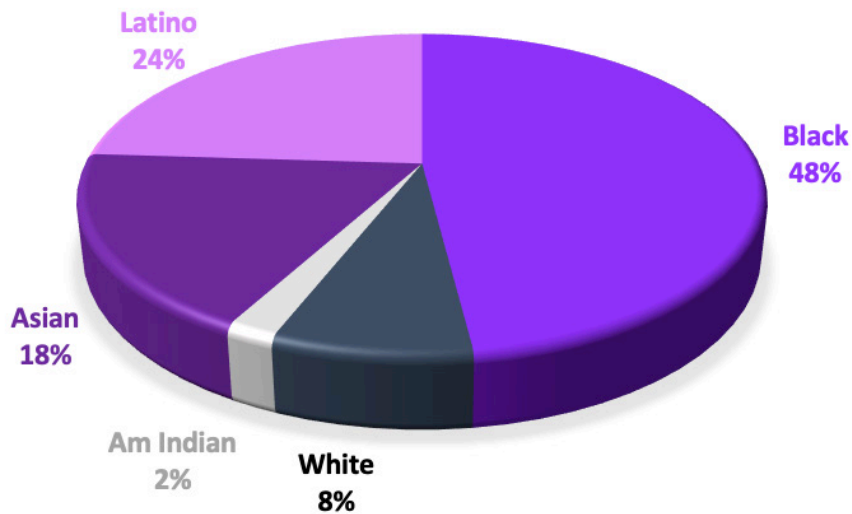
State Math Accountability Tests



State Reading Accountability Tests



COLLEGE PREP COURSE PARTICIPATION BY RACE FALL 2020



COLLEGE READINESS

This fall, 88.2% 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). Many students are taking more than one college prep course. Of these students, 9% are going off campus to take their classes at the college of their choice, 88.8% are taking a STEM course (science, technology, engineering, or math), and 15.2% are taking a College Now or College in the Schools course, and 3.4% are taking a CTE (Career and Technical Education) class or a Work-Based Learning course. The overall demographics of students taking a college prep course generally matches well with our overall student population.

At the secondary level, we will continue our implementation of the BARR program to assist with the transition from middle school to high 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 BARR model is rooted in the belief that growth is possible and within reach for every school, with the same students and the same teachers. 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.

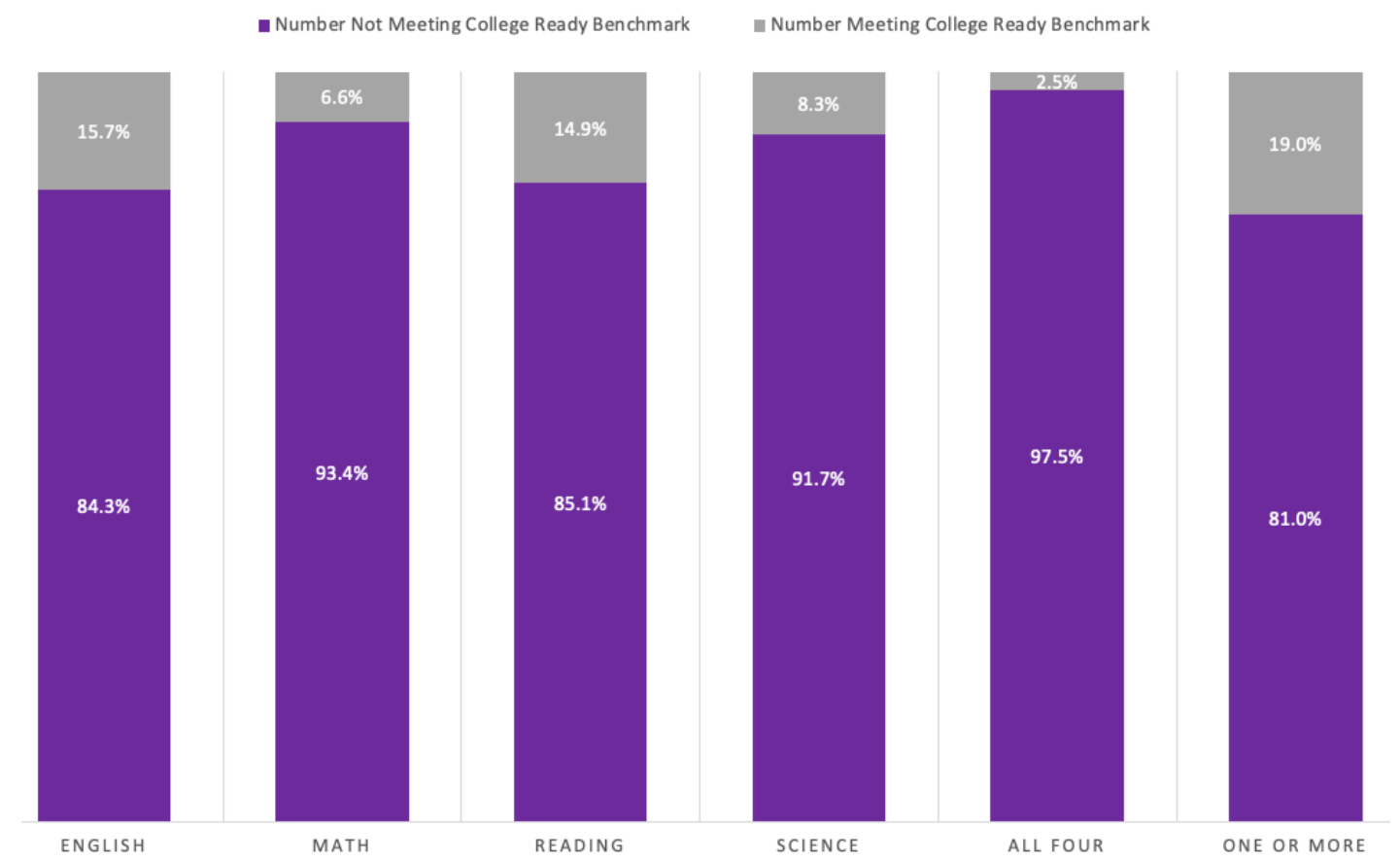
The BARR program has helped to transform the student experience at our transition years of grades six and nine. This year, we will expand our commitment to increasing the amount and depth of relationships among students and between adults and students by implementing the One2One mentorship program at 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.

ACT SCORES

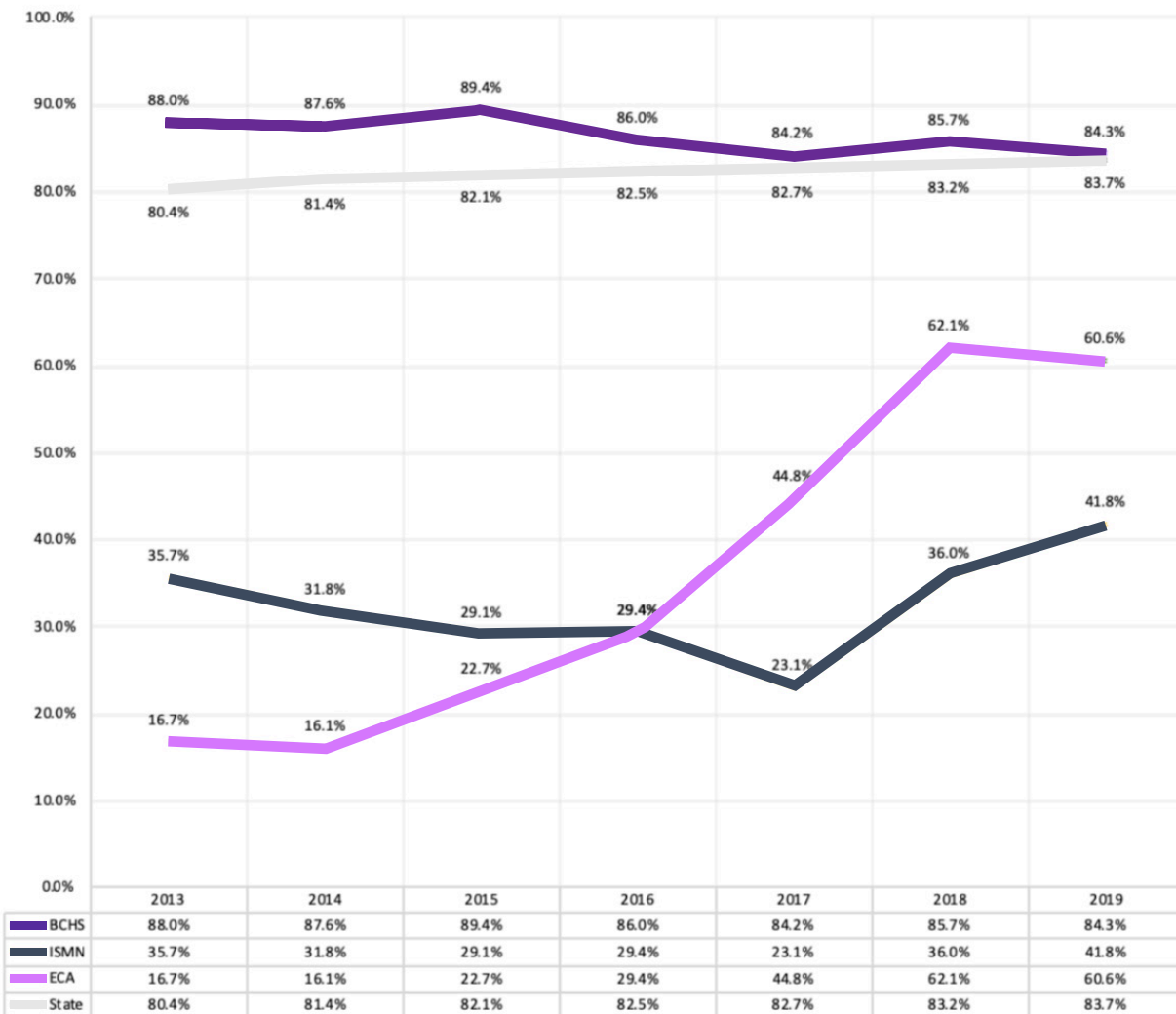
19.0% of students enrolled in Brooklyn Center School District met one or more college ready ACT benchmarks in the Spring 2019, but only 2.2% met college ready benchmarks in all four subjects: English, Mathematics, Reading, and Science. More students were meeting benchmarks in English and Reading than met benchmarks in Math and Science. In addition to taking specific college prep courses, we are also working to increase the course rigor and math and science proficiency of students by developing interdisciplinary STEAM units across our content areas and implement those units with all students in grades K - 12. This work is still in the early stages of implementation.

We provide ACT-aligned instruction and practice through our AVID classes and our homeroom classrooms in grade 11, and there is an out-of-school time ACT prep club for students interested in additional support.

STUDENT MEETING ACT COLLEGE-READY BENCHMARKS BROOKLYN CENTER COMMUNITY SCHOOLS 2019-2020



BROOKLYN CENTER SCHOOLS GRADUATION RATES



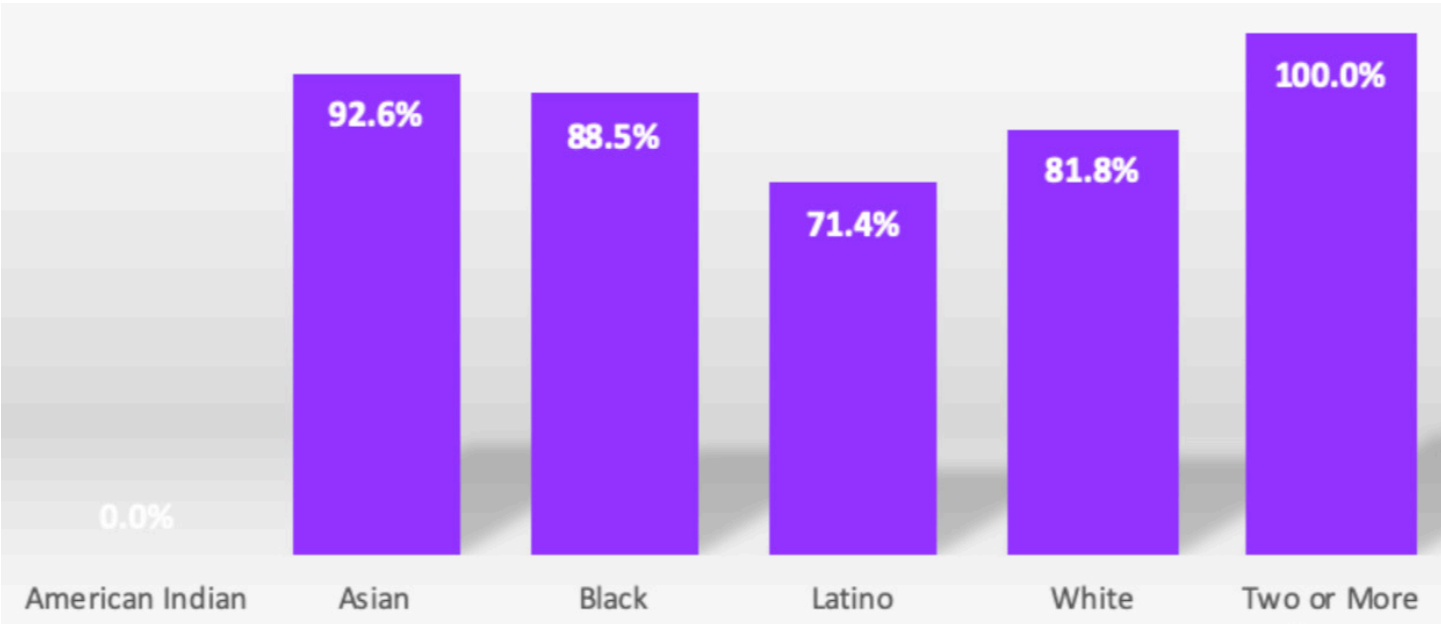
GRADUATION

The graduation rate at Brooklyn Center High School has remained above the state average for the past seven years, and is currently at 84.3% for all students. Brooklyn Center High School also out-performed the state in many subpopulations.

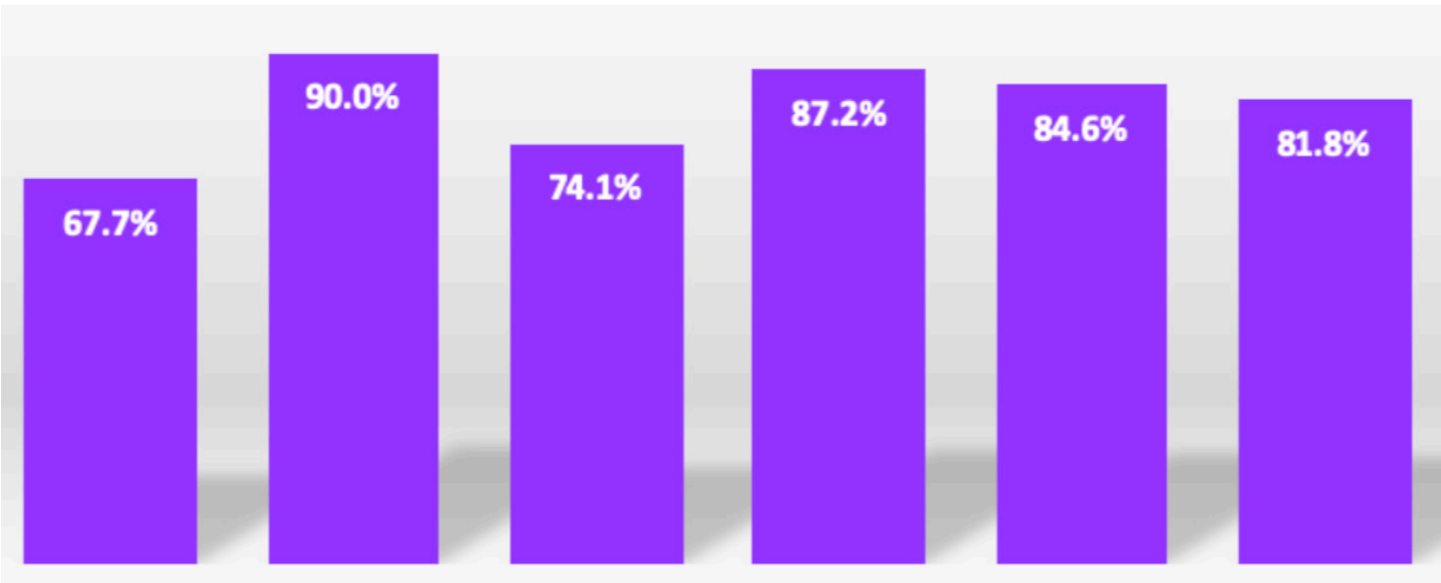
- Asian: 5% higher than state average
- Latino: 1.5% higher than state average
- Black: 18.6% higher than state average
- Two or More: 27.7% higher than state average
- SPED: 11.1% higher than state average
- EL: 0.5% higher than state average
- FRL: 13.6% higher than state average

The Early College Academy came in at 60.6% graduation rate, which is slightly [1.5%] down from the year prior. This is still a great graduation rate for any ALC school of this kind, and higher than similar schools with similar populations. Insight came in at 41.8%, which is 5.8% higher than the prior year, and also the highest graduation rate we have ever seen at this school. The overall district graduation rate is 61.64% across these three schools. 41.4% of all seniors in the district were attending Brooklyn Center High School, and 58.6% of our seniors were attending one of our two alternative learning sites in 2018 - 2019.

GRADUATION RATE BY RACE
BROOKLYN CENTER HIGH SCHOOL 2019



GRADUATION RATE BY POPULATION
BROOKLYN CENTER HIGH SCHOOL 2019



NEXT STEPS

Accelerated Action Planning

Following the murder of George Floyd, Dr. Carly Baker, BCCS superintendent, declared to our community that the district will be moving forward with dismantling the current education structure and rebuilding a new one steeped in anti-racist practices and focused on the individual needs of all students. By changing the way instruction is designed and delivered, BCCS will dismantle the systems of inequity that have been prevalent in public schools for too long.

“It is time to change our school district,” Dr. Baker said. “I want to promise this to our students and families: the school buildings you left in March will not be the schools you return to in the fall.” Click here to learn more about Dr. Baker’s declaration to the community. <https://www.bccs286.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=12&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=5524&PageID=1>

To advance this vision, leaders met on June 18-19 to create an action plan that identified key tasks and areas to address. The Action Planning Process explored intended outcomes over the next 15 months, with focused attention on work to be completed in the summer so as to be ready for launch in September and to drastically change the school experience for all learners in 2020-2021.

THE RESULT OF THE ACTION PLANNING WAS THE FORMATION OF SEVERAL ACTION TEAMS, INCLUDING:

1

LEARNING MODEL REDESIGN:

This team will redesign the BCCS learning model to center the needs, desires, and lived experiences of each learner while dismantling the characteristics of white supremacy and acknowledge the absentee narrative embedded within our curriculum.

2

PRIDE AND BELONGING:

We will create a community that celebrates each other and where every member of our community feels a sense of belonging. We will be successful by facilitating student peer mentorships, staff affinity groups, community conversations about anti-racism and grassroots community engagement opportunities.

3

PRIORITIZING EQUITABLE OUTCOMES THROUGH ACCOUNTABILITY:

Through student leadership teams, teachers and other staff members, we will increase collaboration and decrease silos in our organization. Additionally, we will focus on the recruitment and retention of staff of color. All staff evaluation tools will be used for internal accountabilities. We will be successful when these priorities live in a synergy of evaluation, budget prioritization and continuous transformation.

4

SERVE, EMPOWER, INVEST:

We will serve and empower youth by investing in a continuum of support practices working alongside students, families, and partners; promoting positive identity development.

5

EQUITY TEAM:

We will develop a district equity framework that will serve as the foundation of all other strategic work and district initiatives. The framework will include the development of a shared equity vision grounded in anti-racism and focused on dismantling the current inequitable education system rooted in privilege and white supremacy. The framework will include understandings of what is tight (e.g. policy/vision) and what is loose (e.g. guideposts and pathways).

Staff members in BCCS were encouraged to volunteer to participate in the work of the action teams this summer and during the 2020-2021 school year.

The work of the action teams will fuel the priority areas of our strategic plan.

STRATEGIC PLANNING

Our 2020 strategic plan expired in spring 2020 and we were set to begin the strategic planning process in April 2020. As with many projects and plans this year, we have adjusted our strategic planning process several times. With the hope of being able to meet in person, the dates for the core planning team to meet were pushed until August. The group met via Zoom and planned to have an updated mission, vision and core values.

During discussions, it was clear we needed more time to reflect on our organizational identity and priorities. As such, we have continued the process of writing a new mission, creating a vision statement grounded in equity and rewriting our core values. This work does not have a set due date. Rather, we are letting the process go where it needs to in order for us to get the best product.



CONCLUSION

Two major health crises became major disruptions in our community in 2020: COVID-19 and systemic racism. Brooklyn Center Community Schools is committed to responding to both of these crises in order to best serve the needs of every single child. We will address these needs through the following activities:

- 1 UPDATE OUR MISSION, VISION STATEMENT AND CORE VALUES TO REFLECT THE URGENT DIRECTION WE ARE TAKING TO BECOME AN ANTI-RACIST COLLECTIVE**
- 2 ACCELERATE THE WORK OF OUR ACTION PLANNING TEAMS TO FUEL OUR STRATEGIC PLAN PRIORITIES**
- 3 COMMIT TO THE WORLD'S BEST WORKFORCE GOALS AND OBJECTIVES**
- 4 CONTINUE PLANNING DURING COVID-19 SO EVERY CHILD FEELS SUPPORTED AND EXPERIENCES HIGH-QUALITY LEARNING OPPORTUNITIES**



**BROOKLYN
CENTER
COMMUNITY
SCHOOLS**