

2023-2024 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.

INTRODUCTION

Brooklyn Center Community Schools welcomed students and families back to our hallways, classrooms, and virtual spaces with excitement and a clear and actionable goals for the 2023-2024 school year.

Emerging from the pandemic last year brought about the first year of post-pandemic academic testing where we were able to collect a full baseline of achievement measures. Based on these results and direction from our governing school board, we have explicit goals to increase our results and will be working our way out of the learning and achievement gaps which were highly impacted throughout the pandemic.

In addition to decreasing the achievement gaps, Brooklyn Center Community Schools will continue work in the following areas:

1. The re-envisioning of our post-pandemic school climate and classroom experiences. This includes, but is not limited to, rebuilding relationships, connecting students & families to the schools and the resources we provide, and establishing new routines.

- 2. The continued strong focus on equity and building restorative practices into the daily lives of our students, staff, and culture.
- 3. The continued creation and promotion of our Community Schools supports, specifically the Community Schools Connection Form (CSCF). Through this form, we are able to easily and quickly identify and address student and family needs to connect them to the resources and/or services to work to eliminate any barriers to learning so that each child can freely pursue their potential.

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





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



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.



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 iov 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 Anishinaabeq/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.

HIGHLIGHTS OF THE 2022-2023 STRATEGIC PLAN

GOAL #1

Create intentional work related to school safety, climate, and culture to bring about systemic change and further our work to build systems that are steeped in justice-centered, antioppressive practices.

- The Restorative Practices vision, processes, resources, Toolkit have been established. RP professional development was provided and RP team supervision shifted.
- Hardware and software updates, and emergency preparedness plans were implemented to update our safety and security plans.
- The Community Schools Connection form was utilized by staff to identify student needs and provide a systematic way to identify and address the needs of our community.

GOAL #2

Redesign every student's learning experience by focusing on developing critical literacy and STEAM programming, and supporting student achievement and growth.

- AVID professional development for all secondary instructional staff and ongoing literacy instructional coaching throughout the school year for all K-5 instructional staff was provided.
- The BCCS Arts Integration Team developed instructional models of arts programming that aligned with the arts standards. Social Emotional Learning lessons for Grades 6-10 were created and embedded into the current advisory curriculum.
- At the conclusion of the year, 85% of students in grades 11 and 12 documented two or more potential post-secondary pathways they have investigated and are interested in potentially pursuing following graduation.

GOAL #3

Bring racial and social justice "Front and Center" by increasing trust, transparency, and collaboration throughout our organization through increased family engagement practices and data collection and reflection.

- The SY 23-24 district-sponsored family events were planned and published at the beginning of the school year and a new district website was launched.
- New employee onboarding and orientation messaging translated and established. Virtual professional development options offered and offered a fall and spring staff & community engagement survey.

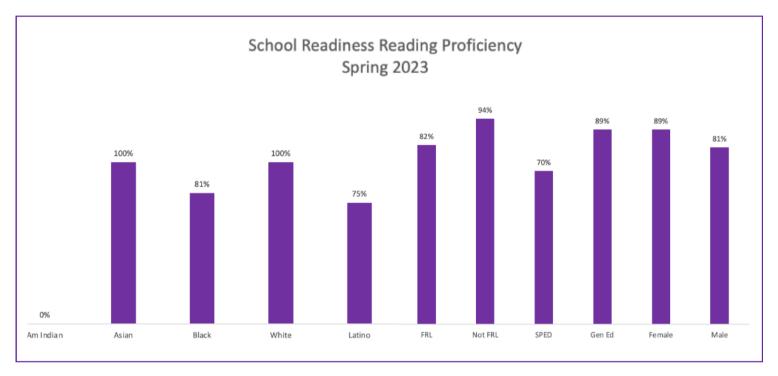
DATA

School Readiness
Read Well by Grade 3
Achievement Gap Reduction
College and Career Readiness
Graduation 2022

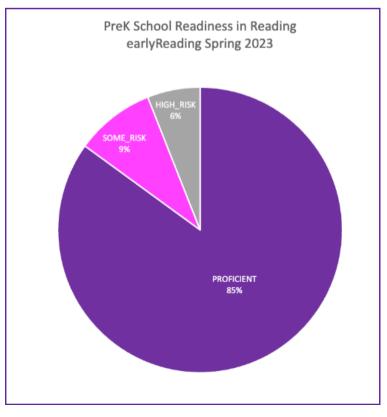


SCHOOL READINESS 2023

Our students were 85% proficient in reading in the spring of their PreK year, which is up 18% from the prior year (67% proficient in reading in 2021 - 2023). 89% of our female students and 81% of our male students were proficient. 100% of our Asian and White students were proficient, 81% of our Black students were proficient, and 75% of our Latino students were proficient. 82% of our students with a free or reduced lunch indicator were proficient and 70% of our students receiving special education services were proficient.

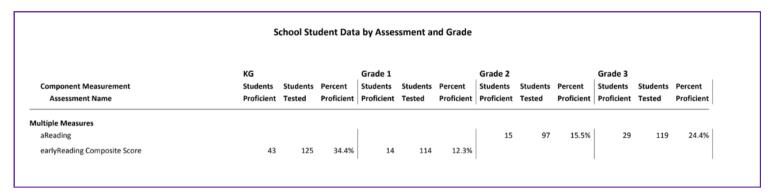


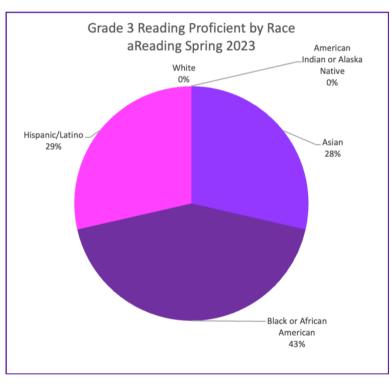




READ WELL BY GRADE 3

24.4% of our third graders were reading at grade level by the spring of 2023, according to our FastBridge reading benchmark assessment. Our highest proficiency was in Grade K, with 34.4% proficient. Grade 1 students were only 12.3% proficient, and from there we see a steady increase in proficiency from 1st through third grade.





ELEMENTARY LITERACY

This fall we are continuing to build and develop literacy instructional capacity at the elementary level. Staff will engage in development of their understanding of evidence-based literacy development, instruction and intervention including foundational reading instruction, culturally affirming literacy instruction, multilingual literacy development, best practices in dyslexia intervention, and addressing the needs of adolescents with literacy gaps. Strong literacy instruction and rapid intervention for students not meeting literacy benchmarks is necessary in order to address the persistent literacy achievement gap seen in Minnesota. Ongoing professional development in this area, supported by University partners, will ensure that school leaders and teachers are prepared to implement high-quality literacy instruction that meets the needs of our diverse student body.

INTENDED OUTCOME

School leaders and teachers will develop their understanding of and skillset related to literacy instruction that meets the needs of all learners. This ongoing professional learning and support will ensure that the quality of instruction and student literacy outcomes improve across the school district.

EVALUATION PLAN

District provided professional learning opportunities include post-session participant reflections and feedback forms collecting participant affective responses to the session and commitments for how the new learning will be implemented within their role. Additionally, annual goal-setting procedures for each work group includes goal alignment specific to instructional development and instructional outcome improvement. Aggregate data from professional learning sessions, classroom observation, and student achievement data will be analyzed annually to determine the effectiveness of the implemented activities and revise/refine the professional learning offered the following year.

2023 MCA DATA

PROFICIENCY GOALS

Reading and Math

3.5% Improvement from prior year for all populations

Measure

State Accountability Assessments for Reading and Math (MCA-III/MTAS)

GROWTH GOALS

Reading and Math

90% of students at Modest Growth or Higher in Fall to Spring comparison

Measure

FastBridge Reading and Math Benchmark Assessments (PK through 8 and HS)





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.

2023 MCA DATA: MATH

BROOKLYN CENTER ELEMENTARY: OVERALL +2.2% GROWTH FROM 2022 TO 2023

- 5th grade math met proficiency at +7.0% growth
- · Asian students met proficiency with 5.6% growth
- · Male students met proficiency with 5.2% growth
- Non-English-Learners met with 3.9% growth
- Non-SPED met with 3.5% growth
- Non-FRL student met proficiency with 13.6% growth
- White students met proficiency with +55.0% growth
- We had growth for 3rd grade math (1.0%), FRL (2.0%), Latino (2.8%)

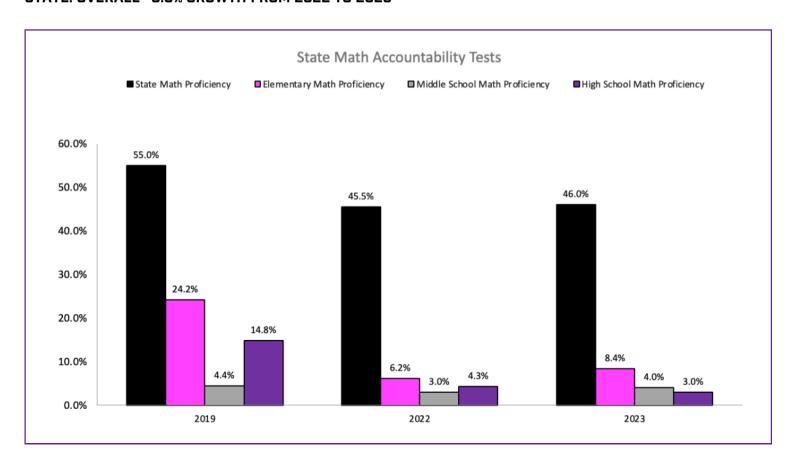
BROOKLYN CENTER MIDDLE SCHOOL: OVERALL +1.2% GROWTH FROM 2022 - 2023

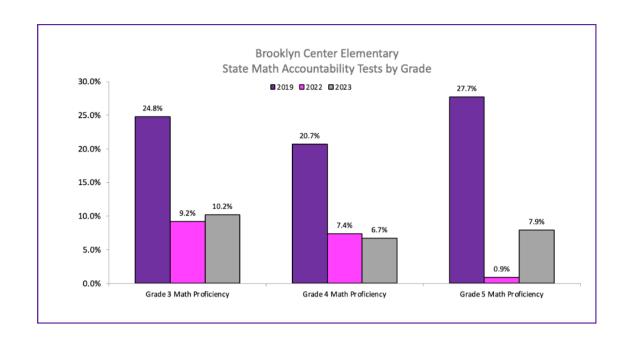
- Grade 8 met proficiency goals with 5.1% growth
- Asian students met proficiency with 4.2% growth
- Students with Two or More backgrounds met proficiency with 4.3% growth
- Non-FRL students met proficiency with 15.2% growth
- We had growth for Grade 7 (1.3%), Non-SPED (1.1%)

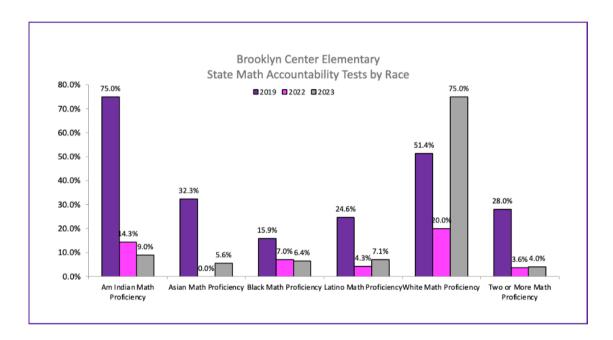
BROOKLYN CENTER HIGH SCHOOL: OVERALL -0.8% GROWTH FROM 2022 - 2023

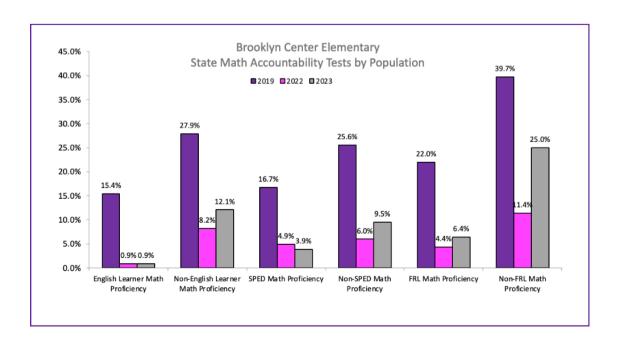
- · Latino students met proficiency with 5.6% growth
- Students with two or more backgrounds met proficiency with 10.0% growth
- White students met proficiency with 14.3% growth
- Non-FRL students met proficiency with 16.7% growth
- We had growth in SPED (3.2%) and female student populations (2.1%)

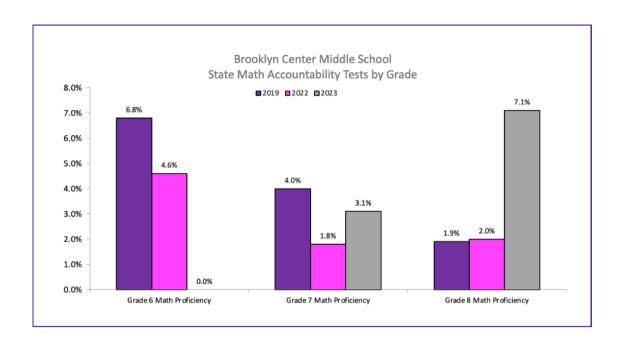
STATE: OVERALL +0.5% GROWTH FROM 2022 TO 2023

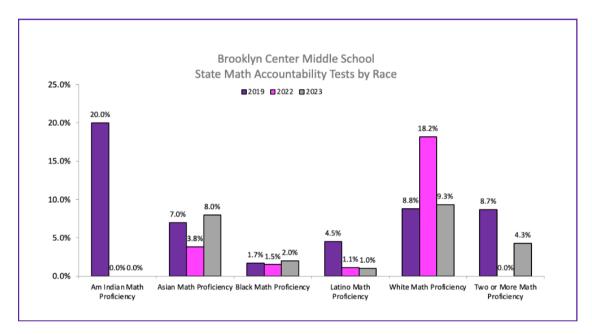


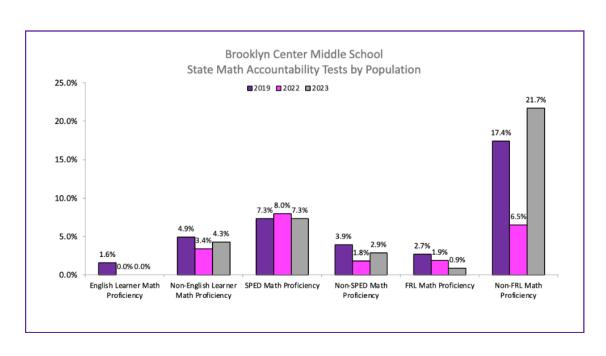


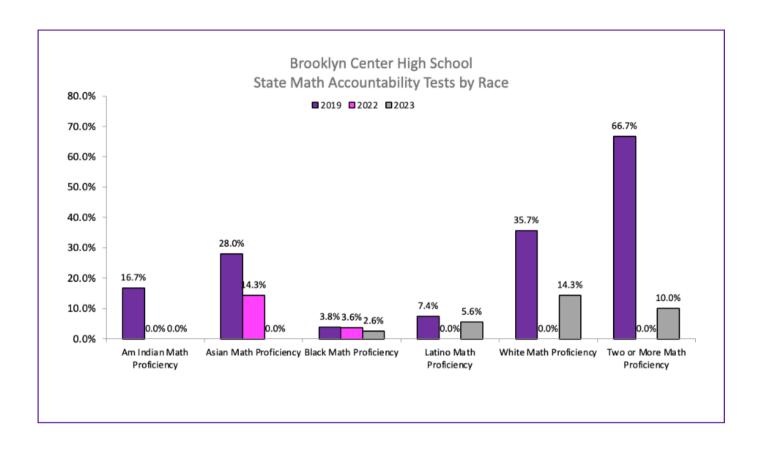


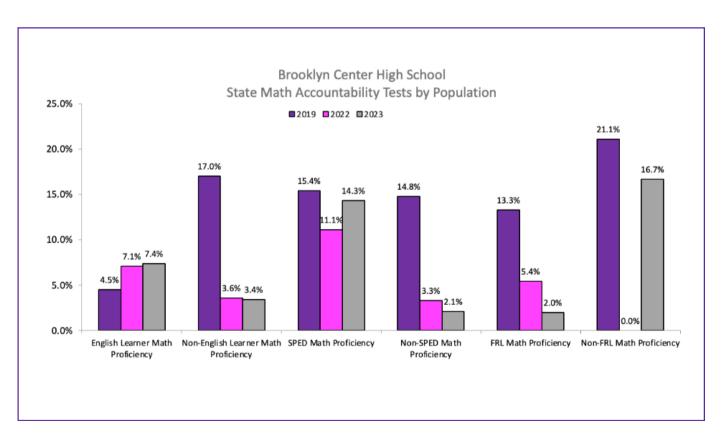












2023 MCA DATA: READING

BROOKLYN CENTER ELEMENTARY: OVERALL -0.8% GROWTH FROM 2022 TO 2023

- Asian students met proficiency with 3.5% growth
- · White students met proficiency with 33.3% growth
- Boys met proficiency with 4.9% growth
- Non-FRL population met proficiency with 7.3% growth
- We had growth in Grade 3 reading (2.3%), SPED (1.0%)

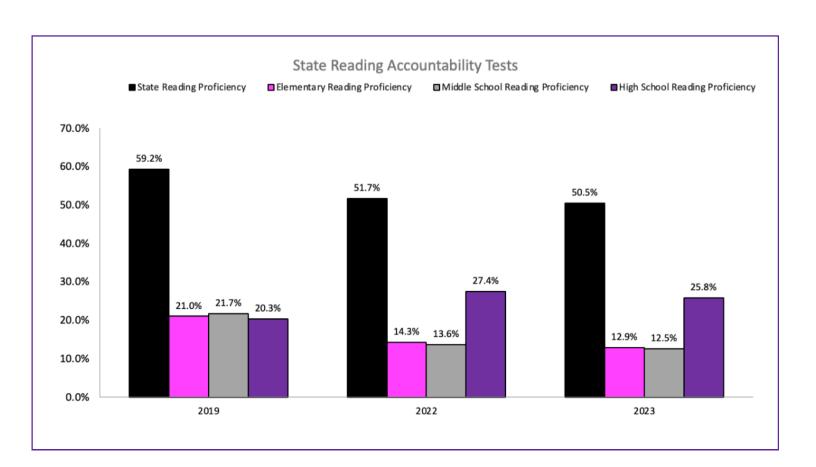
BROOKLYN CENTER MIDDLE SCHOOL: OVERALL -1.1% GROWTH FROM 2022 TO 2023

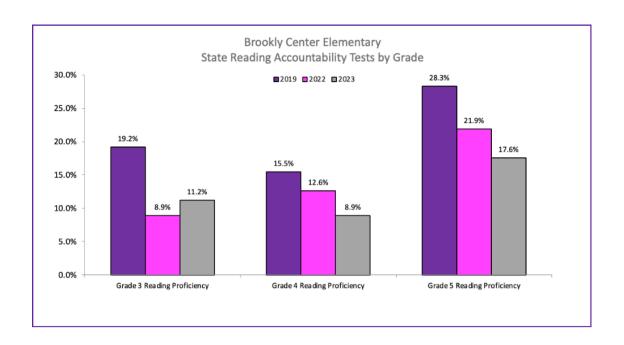
- American Indian students met proficiency with 10.0% growth
- Asian students met proficiency with 4.6% growth
- Students with Two or More backgrounds met proficiency with 7.2% growth
- SPED students met proficiency with 5.0% growth
- We had growth in 8th grade (2.0%), English Learner (1.2%), Non-FRL (1.9%), and Female student (1.0%) populations

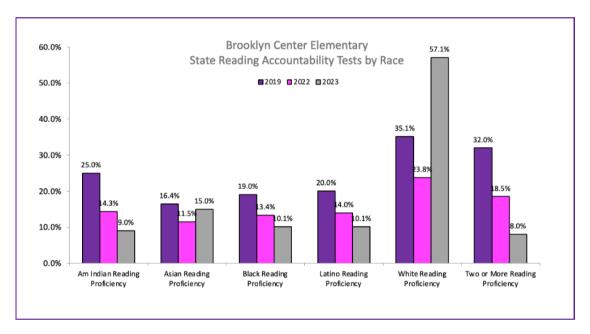
BROOKLYN CENTER HIGH SCHOOL: OVERALL -1.6% GROWTH FROM 2022 TO 2023

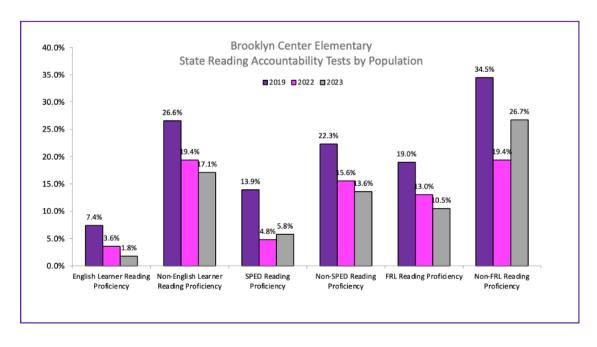
- American Indian students met proficiency with 50.0% growth
- Asian students met proficiency with 15.6% growth
- Students with Two or More backgrounds met proficiency with 5.6% growth
- Non-FRL met proficiency with 20.0% growth
- Female students met proficiency with 7.6% growth

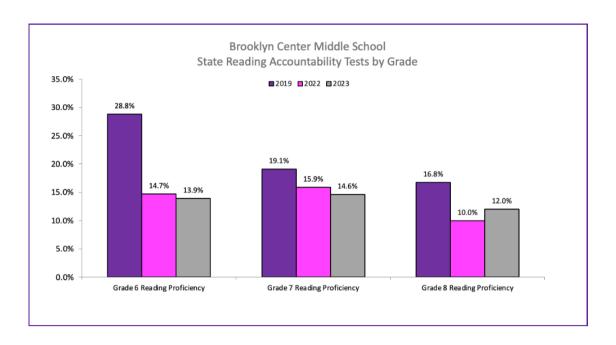
STATE: OVERALL -1.2% GROWTH FROM 2022 TO 2023

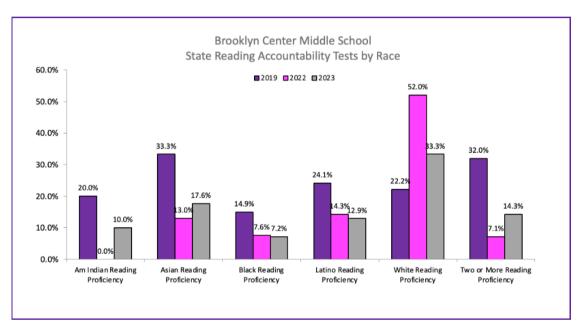


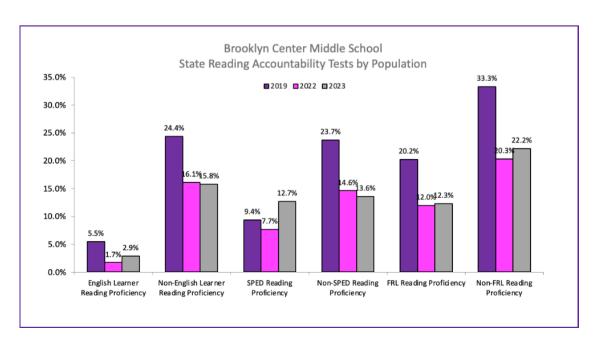


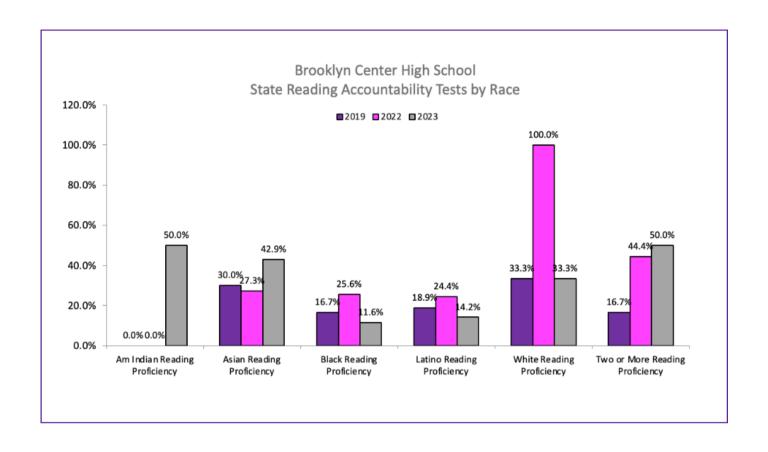


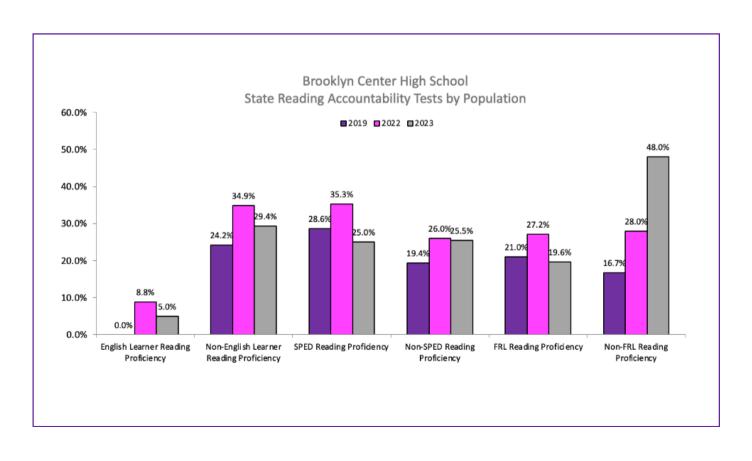








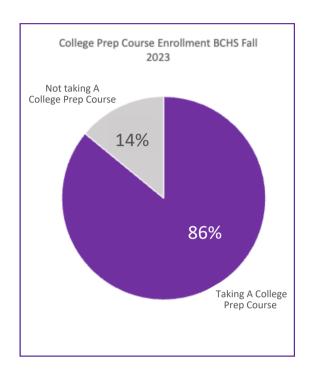


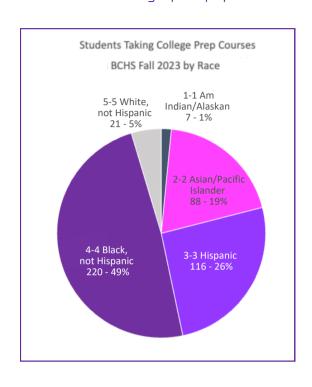


COLLEGE READINESS

College Preparatory Course Enrollment

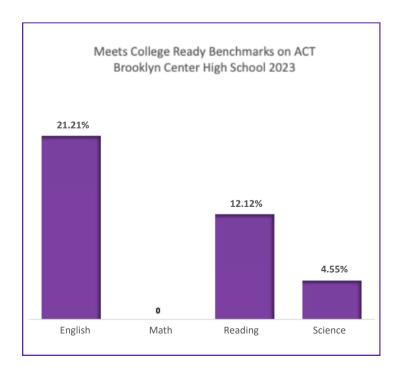
86% of our students are enrolled to take a college-preparatory course in the fall of 2023. The percent of students taking a college prep course well-matches our student demographic population.

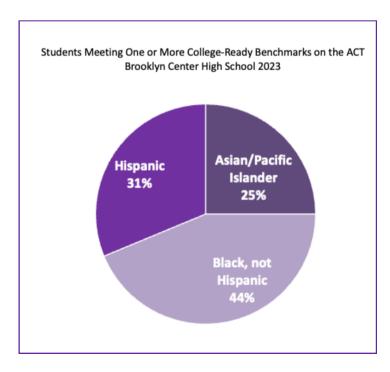




ACT

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.





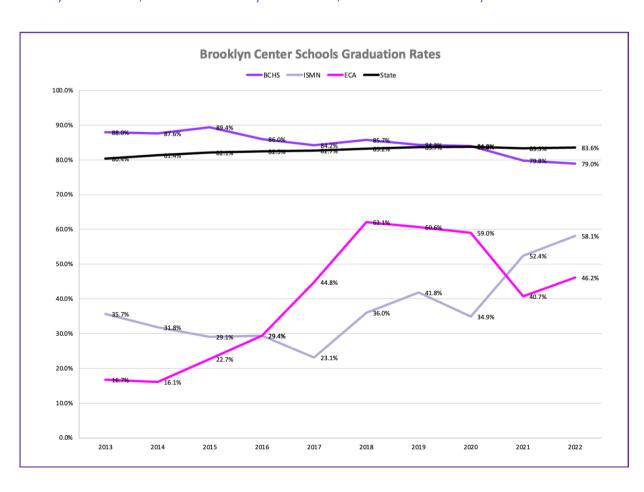
2022 GRADUATION RATES

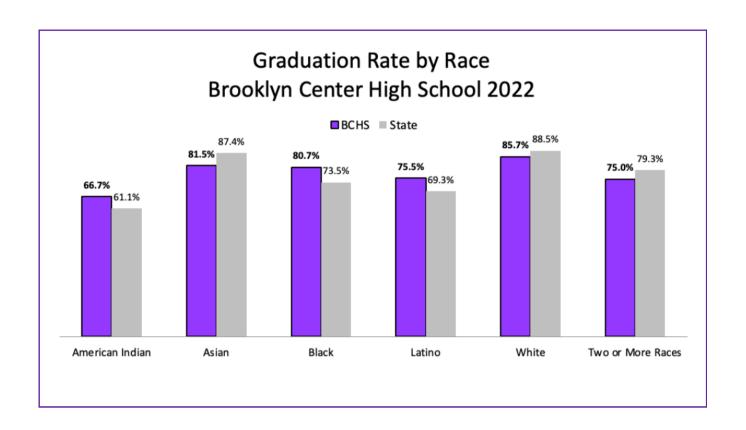
Brooklyn Center High School saw a decrease in high school graduation rates during the pandemic years of 2020 - 2021 and 2021 - 2022, falling below the state average for the first time in many years. In the 2021 - 2022 school year, BCHS (79.0%) was 4.7% lower than the state average of 83.6%. Our lowest graduation rates were in the areas of Special Education (55.0%), our American Indian population (66.7%), and our Homeless student population (66.7%). Our highest graduation rates were for our Female students (82.1%) and our White students (85.7%).

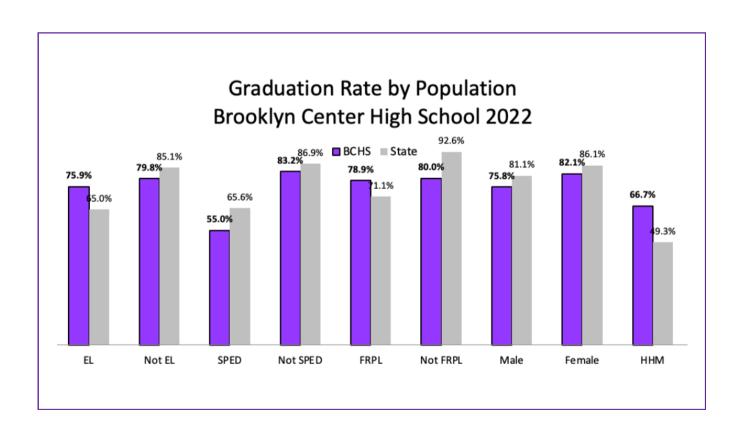
However, even though overall rates were slightly lower than the state, Brooklyn Center High School still out-performed the state average in the following populations:

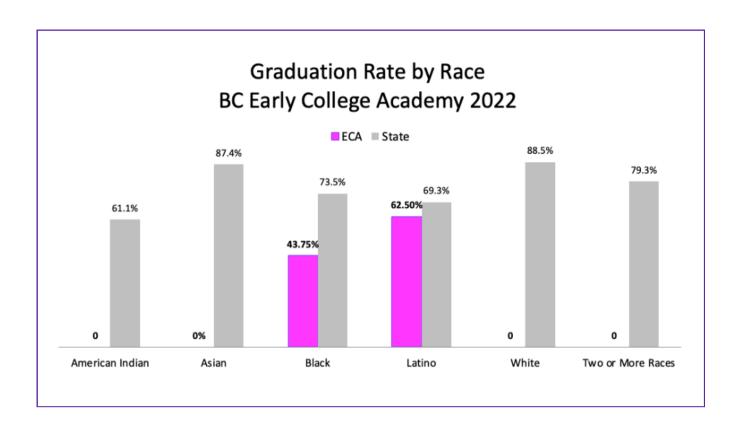
- · American Indian: 5.6% higher than the state average
- Black: 7.2% higher than the state average
- Latino: 6.2% higher than the state average
- English Learners: 10.9% higher than the state average
- Free and Reduced Lunch: 7.8% higher than the state average
- Homeless: 17.4% higher than the state average

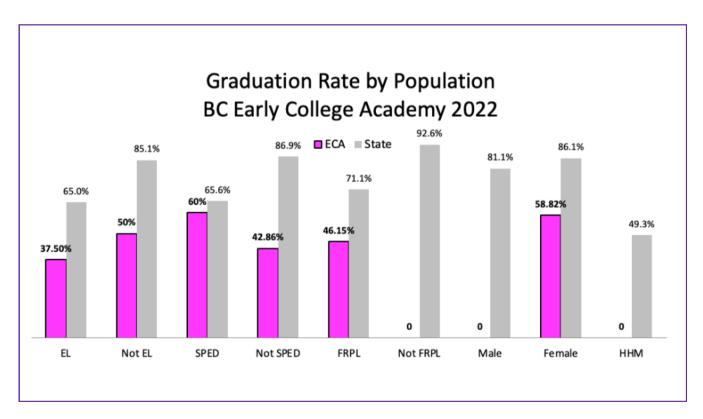
The graduation data from our two alternative and online high schools shows significant growth in the past year. Insight School of Minnesota (58.1%), saw a large increase in graduation rates from prior years in both the 2020 - 2021 school year and the 2021 - 2022 school year, up 23.2% in just two years. Brooklyn Center Early College Academy (46.2%) also saw an increase in the 4-year graduation rate in 2021 - 2022, up 5.5% from the prior year. In addition to the 4-year graduates, the ECA also graduated 48.7% of the 5-year cohort, 79.6% of the 6-year cohort, and 79.1% of the 7-year cohort.





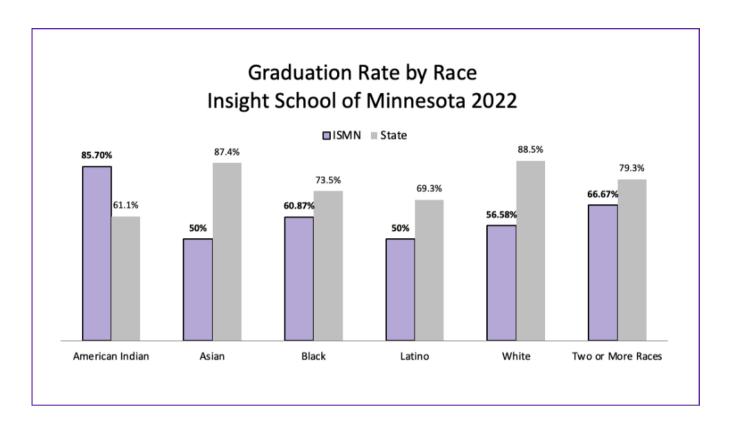


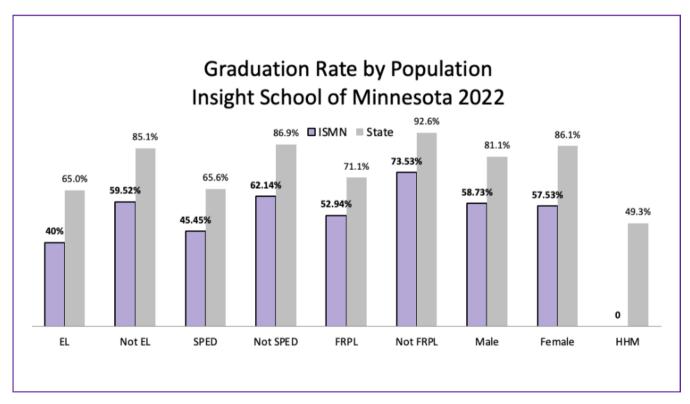




Please note that (other than the Asian population, which had one student that did not graduate) all other zeros indicate no students were identified in that category for the 4-year graduation rate.

Please note that the ECA and ISMN data only shows percentages for the 4-year graduation rates. These schools also graduated other students in other cohorts.





No students were identified in the HHM category at ISMN.

Please note that the ECA and ISMN data only shows percentages for the 4-year graduation rates. These schools also graduated other students in other cohorts.

2023-2024 STRATEGIC PLAN DIRECTION

GOAL #1

Deepen our culture and work to build systems that are steeped in justice-centered, anti-oppressive practices.

- We plan to develop restorative practices and social, emotional learning interventions at each site by tracking implementations and establishing expectations.
- We will build a Student Restorative Practice Team to become a part of the support structure at Brooklyn Center Middle and High School.
- We plan to continue to grow awareness and access to our Community Schools Connection Form across staff and develop the form to include additional referral processes.

GOAL #2

Redesign every student's learning experience and increase proficiency and growth across the district.

- We will reach a 3.5% improvement in Reading and Math in all populations (MCA-III/MTAS).
- We will record 90% of students showing "modest growth" or higher from fall testing to spring testing (FastBridge Reading and Math Benchmark Assessments).
- We will focus on creating an intensive coaching and instructional support model focused on specified grade levels to measure the growth of teacher instructional proficiency and student achievement.
- We will create and grow curriculum throughout all age levels around critical literacy to increase staff self-reported proficiency and efficacy.

GOAL #3

Increase trust,
transparency, and
collaboration by
developing family and
staff engagement
practices, data collection,
and reflection.

- We plan to audit all family engagement events and create a consistent mode of communication and engagement with families across sites and teams.
- We will work to build a sense of belonging and community between all staff by creating a culture and spaces of engagement, support, and avenues of feedback for continual improvement.

CONCLUSION

As always, 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. It is our intent to continue this foundational work and meet the needs of our students, families, and community.

We plan to continue to create intentional work related to school safety, climate, and culture; to redesign every student's learning experience; and to increase trust, transparency, and collaboration throughout our organization.

While some of these goals are immediate and can show progress quickly, some are also aspirational -- justice work is a journey, not a destination.







