



2024-2025 STRATEGIC PLAN

DR. CARLY BAKER, SUPERINTENDENT

ARTS ENGINEERING MATH ARTS STE
MATH TECHNOLOGY ARTS SCIENCE B



BROOKLYN
CENTER
COMMUNITY
SCHOOLS

SEPTEMBER 2024

A MESSAGE FROM SUPERINTENDENT, DR. CARLY BAKER

This report provides an overview of the proposed strategic plan and direction of the district for the 2024-2025 school year. Pending the board's approval, our strategic work will live within three umbrellas:

1

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

2

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

3

Increase transparency and collaboration by working to build trust, promote healing, and establish our communication expectations across the district.

Moving forward, it is our intent to continue the foundational work to become a justice-centered school community. We plan to continue to create intentional work related to school climate and culture; to redesign every student's learning experience; and to increase transparency and collaboration throughout our organization by working to build trust, promote healing, and establish our communication expectations across the district.

While some of these goals are immediate and can show progress quickly, some are also aspirational. As we have stated previously, justice work is a journey not a destination. Our staff are committed to this journey and I am proud to partner with them to create meaningful differences in the lives of our students, families, and community.

Sincerely,



Dr. Carly Baker, Superintendent

STRATEGIC GOAL #1

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

RESTORATIVE PRACTICES

We will establish protocols for all staff to log interventions and responses into Panorama* for long-term data collection, tracking, and to show qualitative data on how restorative practices impacts student learning.

We will measure our success by qualitative data around implementation of protocols.

*Panorama is a new software platform that supports leaders, teachers, staff in accessing, tracking, and utilizing key data points to better serve students. It also provides evidence base social-emotional and mental health screening tools to implement into instruction as needed.

We will implement a schedule of proactive, co-facilitated social-emotional learning (SEL) mini-lessons with students and staff in the classroom.

We will measure our success by qualitative data around implementation of the schedule and protocols along with a quantitative data collection in the form of a reduction of behavior referral.

We will establish and train a Student Restorative Practice Team to become a part of the support structure at Brooklyn Center Middle and High School.

We will measure our success by instituting this as a credit building opportunity for students who participate (built first semester and launched second semester) and reflect on feedback from students, staff, and administration on the effectiveness of the program.

STRATEGIC GOAL #2

We will redesign every student's learning experience and increase proficiency and growth across the district.

CURRICULUM & ACHIEVEMENT

We will reach a 3.5% improvement in Reading and Math in all populations.

We will measure our success by our MCA-III and MTAS scores.

We will record 80% of students showing "modest growth" or higher from fall testing to spring testing.

We will measure our success by our FastBridge Reading and Math Benchmark Assessments.

We will engage identified licensed staff members in grades PreK through 5 in intensive professional development. Their training will be focused on the science of reading and ensuring that all learners receive developmentally-appropriate reading instruction that meets their needs.

We will measure our success by having all identified staff engage in, complete, and pass CAREIALL Science of Reading training with a score of at least 80% by June 2025.

We will implement MnMTSS structures district-wide to ensure positive social, emotional, behavioral, developmental and academic outcomes for every student.

We will measure our success by qualitative data around MnMTSS implementation teams and functions in comparison to the quantitative data of student success markers.

STRATEGIC GOAL #3

Before we can set and work to achieve our strategic goals, we must first define the following terms. Moving forward, we will build our work upon these definitions and foundational language.

TRUST

At BCCS, trust means that we have the respect and confidence in one another to walk through conflict together openly, depend on and support others, share accountability for our mission work, and stand firm in our collaborative goals to serve students, families, and community.

HEALING

At BCCS, healing means that all persons in our organization feel safe and have the space to acknowledge and repair pain or hurt; make meaning out of their life experiences; and have the agency, relationships, support, and aspirations to learn and grow here.

COMMUNICATION

At BCCS, communication means relevant, timely, consistent, predictable, and accessible information sharing. It also means that adults in our system have professional responsibilities to communicate interpersonally with care, and work together to address conflicts productively when they arise.



STRATEGIC GOAL #3

We will increase transparency and collaboration by working to build trust, promote healing, and establish our communication expectations across the district.

TRUST

We will identify and develop ways to address the root causes of mistrust, embed restorative practice and honest conversations as a staple into our daily work, and hold one another accountable to district and professional standards.

We will measure our success through student and employee engagement surveys, staff town halls and focus group feedback, in order to see the impact on using PLC observational and growth data.

HEALING

We will review and establish district protocols to facilitate healing among students, staff, families and community; create pathways for staff to address and interrupt harm; and work to develop an understanding of what is needed and apply such learning to transform BCCS into a healing organization.

We will measure our success through student and staff engagement surveys, staff stay and exit surveys, feedback from staff related restorative practices and engagements, as well as beginning and end of school year healing environment inventories.

COMMUNICATION

We will establish expectations on cascading communications, reinforce district and professional standards, and provide logistical (technical) and cultural (adaptive) training to all staff work groups.

We will measure our success by staff retention data, staff town hall and focus group feedback, employee and student engagement surveys, and platform analytics.