

SY25 END OF YEAR STRATEGIC PLAN REPORT

DR. CARLY BAKER, SUPERINTENDENT



**BROOKLYN
CENTER
COMMUNITY
SCHOOLS**

JUNE 2025

A MESSAGE FROM SUPERINTENDENT, DR. CARLY BAKER

This report provides an in-depth look at the strategic plan work accomplished during the 2024-2025 school year. As you may remember, our strategic plan is established under the following 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.

Everything we do at Brooklyn Center Community Schools is done with the goal to become a justice-centered school community who fuels the unique genius of each student. The action items in this plan and strategic work that we've been able to accomplish this year are the lenses we use to get closer to our mission. This year is our first year committed to becoming a healing organization through the use of intentional trust, healing, and communication work. While some of these goals are immediate and can show progress quickly, this work takes time and continual commitment.

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

Our 2024-2025 goals were to:

- 1. 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.**
- 2. Implement a schedule of proactive, co-facilitated social-emotional learning (SEL) mini-lessons with students and staff in the classroom.**
- 3. Establish and train a Student Restorative Practice Team to become a part of the support structure at Brooklyn Center Middle and High School.**

- All sites utilized common data collection and analysis practices, supported by our adoption of Panorama and the MnMTSS teaming structure, to proactively address students' academic and social-behavioral needs, ensuring that every student receives timely and effective support.
- The collaborative, linked teams established through the MnMTSS teaming structure and supported by district leadership are nurturing a collaborative culture among our staff, ensuring that they have the tools and training to implement best practices, ongoing professional development opportunities, grade-level planning through PLC meetings, House Huddles, Non-Academic Tier 2 planning.
- Restorative Practice Specialists and Social Emotional Educators provided proactive, co-facilitated social-emotional learning (SEL) mini-lessons in classrooms designed to teach, practice, and reinforce specific skills such as perspective-taking, conflict resolution, and self-regulation. Examples include BCE Mini Me Sports, Phonics, and curated spaces for community healing.
- The ECA Restorative Practices Team built the ECA Student Team with 4 students participating this year with the goal of students to become apart of the restoration process with their peers. This team will be used as a model to create a BCS team and BCE team in the coming school year.

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- The BCS team has made meaningful and critical connections in their restorative work and student management. The student support team has been collaborating to co-build systems and structures that support long term, sustainable restorative work. Some of the key efforts include the following:
 - **Development of the Middle School Instruction & Engagement Toolkit**
This comprehensive resource is designed to embed restorative practices into shared routines, classroom instruction and engagement, restorative processes and protocols, and collective response to student behavior.
 - **Creation of Student Support Communication Codes**
Set to launch in SY26 alongside the toolkit, this communication work is designed to strengthen adult collaboration and clarity around how we respond to student needs in the moment and work together to support young people with consistency and care.
 - **The “Friday Fifty” Initiative**
This bi-weekly celebration recognizes students who have chosen to engage in safe, respectful behavior—specifically by avoiding physically harmful actions and play fighting. Selected students are invited to a special lunch with music and a movie as a way to honor their contributions to a more peaceful and connected school community.
 - **Expansion of our Restorative Response Strategies & Increased Alignment Between Academic and Behavioral Systems**
This work provides educators with non-exclusionary strategies that align with student needs, developmental levels, and repair-focused practices while providing shared language and expectation across all BCS staff.

STRATEGIC GOAL #2

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

CURRICULUM & ACHIEVEMENT

Our 2024-2025 goals were to:

- 1. Reach a 3.5% improvement in Reading and Math in all populations.**
- 2. Record 80% of students showing "modest growth" or higher from fall testing to spring testing.**
- 3. Engage identified licensed staff members in grades PreK through 5 in intensive professional development in science and reading curriculum.**
- 4. Implement MnMTSS structures district-wide to ensure positive social, emotional, behavioral, developmental and academic outcomes for every student.**

- District administration will receive MCA scores over the summer to calculate if we reached our 3.5% improvement in Reading and Math goals across all grade levels. Scores will be provided to the board once received and calculated.
- All birth through Grade 5 teachers and administrators have completed or will complete their professional learning experience by the end of this summer.
 - Centaur Beginnings & Preschool staff completed AIM Pathways and Voluntary Pre-Kindergarten & ECSE staff completed LETRS Early Childhood with special focus on oral language, print knowledge, alphabet, writing skills.
 - Elementary staff completed CAREIALL with special focus on phonology, basic and advanced phonics, screening and diagnostic assessment, vocabulary, morphology, language and reading comprehension, and writing.
 - Administrators completed LETRS for Administrators with special focus on systems improvement, universal instruction, literacy leadership, data-based decision making.
- The district spent dedicated time to creating the MnMTSS infrastructure this year and growing Tier 1, 2, and 3 interventions aimed at ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student. The MnMTSS framework will continue buildout in the coming school year to better meet the needs of all students.

STRATEGIC GOAL #2

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

BCCS reduced overall flat growth, as measured by Fall to Spring Fastbridge assessments, from 27.61% of students showing flat growth during the 23-24 school year to 19.76% of students showing flat growth during the 24-25 school year. This is an overall reduction of 7.85% which is roughly equivalent to 143 fewer students district-wide demonstrating flat growth from fall to spring.

Fall to Spring Growth Data	Flat Growth 24-25		Flat Growth 23-24	
Grand Total Reading	164	20.81%	202	24.94%
Grand Total Math	219	19.04%	301	29.74%
Overall	383	19.76%	503	27.61%

We are intentionally working to reduce the percentage of our students demonstrating flat growth on district benchmark assessments (i.e. Fastbridge) because flat growth indicates that students are showing little to no progress between screening periods. This indicates that students are not making the academic gains needed to reach or maintain proficiency over time. By addressing flat growth we will:

- **Increase the number of students on track to reach proficiency; especially in the early grades**
Students who aren't growing are unlikely to catch up to grade-level expectations. When growth improves, more students move from far below proficiency to partially proficient and partially proficient to proficient, which directly raises overall proficiency rates.
- **Identify and address instructional gaps**
Flat growth often signals a mismatch between instruction and student needs. Focusing on it allows educators to adjust strategies, provide targeted interventions, and ensure instruction is responsive.

Reductions in flat growth scores over time help ensure that students are learning, progressing, and ultimately closing the gap between current performance and grade-level proficiency. This leads to better long-term outcomes for students and stronger academic performance across the district.

STRATEGIC GOAL #2

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

It is important for BCCS to focus on both growth and proficiency rates because:

- **Growth reflects progress, not just a fixed standards**

Proficiency scores alone only indicate whether a student has met grade-level expectations, which can overlook the significant learning gains made by students who start far below the proficiency standard. Growth scores capture how much academic progress a student makes over time, regardless of their starting point.

- **Growth is a more realistic and actionable measure of improvement**

For students who are significantly discrepant from grade-level expectations, it typically takes 3 consecutive years of aggressive growth for the student meet grade-level proficiency. Focusing on growth helps teachers and school staff recognize and celebrate meaningful progress and provides a clearer picture of whether interventions and instruction are effective.

- **Sustained growth leads to future proficiency**

When students consistently demonstrate typical or aggressive growth year after year, they are more likely to close gaps and eventually meet grade-level standards. Prioritizing growth creates a pathway to long-term proficiency rather than expecting immediate results that may not be feasible given the starting point.

Fall to Spring Growth Data	Fall-Spring A+T+M Growth 24-25		A+T+M Growth 23-24	
	Grand Total Reading	624	79.19%	608
Grand Total Math	931	80.96%	711	70.26%
Overall	1555	80.24%	1319	72.39%

In the 2024-2025 school year, BCCS improved the percentage of students achieving aggressive, typical, or modest overall growth from 72.39% in the 23-24 school year to 80.24% in the 24-25 school year.

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

Our 2024-2025 goal was to:

1. 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.

- Sites collaborated during opening weeks to set expectations around the strategic plan's trust work and continued intentional touch points throughout the school year. Based on our annual employee engagement survey, we have seen great progress in employee satisfaction from last year to this year.
 - We've made improvements in survey engagement and staff retention from last year to this year.
 - 66% of our staff intend to stay at BCCS and 55% of staff would recommend BCCS as a great place to work – both scores up 11% from last year.
 - We saw a 24% increase in staff feeling “comfortable voicing my ideas/opinions even if different from others”.
 - We saw a 20% increase in staff feeling they have “meaningful discussion in professional growth and development”.
 - We saw a 21% increase in staff saying they see “site leadership response to concerns presented by employees”.
- Based on our employee focus group data collected this spring, our crisis communication consistency and relationship building efforts has built trust in our systems. We learned that while there is positive feedback from staff about our culture, there are many spaces to address trust breakdowns and opportunities to repair trust.
- Some potential improvements based on focus group include structural solutions and process improvement to address root causes of trust breakdowns, close accountability gaps, and providing consistent communication practices across sites to continue to build trust.

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HEALING

Our 2024-2025 goal was to:

1. 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.

- Professional development, trauma trainings, and staff wellness initiatives have been incorporated throughout the school year, including:
 - 5 cohorts at 6 sessions a piece of grant-funded staff trauma training series (9 asynchronous courses taken as well)
 - Mental Health & Suicide Prevention trainings
 - Implementation of Universal SEL Screener & tracking
 - Risk & Threat Assessment & CSTAG Training
 - Expanded Tier 1 and 2 supports & trainings
 - Employee Assistance Programs, health care access, and mental health supports for employees
 - Over 200 individual or group wellness appointments for staff
 - Midweek Morning Mindfulness series for all staff
- Here is a list of some of the resources and supports we offered this year to students and families:
 - Community Services Crisis Response & Services
 - Referral for individualized programming
 - Referral for specialized services, in-school mental health supports, and resources in the community
 - Individual sessions with Social Workers, Psychologists, and Counselors
 - Trauma-Informed de-escalation
 - Restorative practices to repair harm
 - Opportunities to use voice to make change
 - Community Building Activities and Celebration of Achievement
 - Culturally Responsive Teaching, Use of the Sequence of Engagement, High Structure/High Warmth learning environment
 - Community Schools resources

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COMMUNICATION

Our 2024-2025 goal was to:

1. 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.

- District leadership offered staff focus groups and the annual employee engagement survey to collect data, identify trends, and make plans to further incorporate the work of trust, healing, and communication into our daily practices.
- Opportunities for Communication Growth (from Employee Engagement survey), includes:
 - More timely and consistent communication: Parents desire more consistent updates, especially regarding school events, important dates, and academic progress.
 - Improved accessibility of information: Making it easier for parents to find information about school policies, curriculum, and resources.
 - Clearer communication about changes and challenges: Being proactive in informing the community about issues and how they are being addressed
 - Better two-way communication: Creating more avenues for parents to provide feedback and feel heard.
- Opportunities for Communication Growth (from focus group data), includes:
 - Staff are looking for consistency in process communication across all sites
 - Insight Online Staff of Minnesota must be equally represented and included in district communications and events
 - Staff and families are asking for more accessible information on the website and in district resources