

COLLECTIVE REPORT

# STRATEGIC PLAN UPDATE

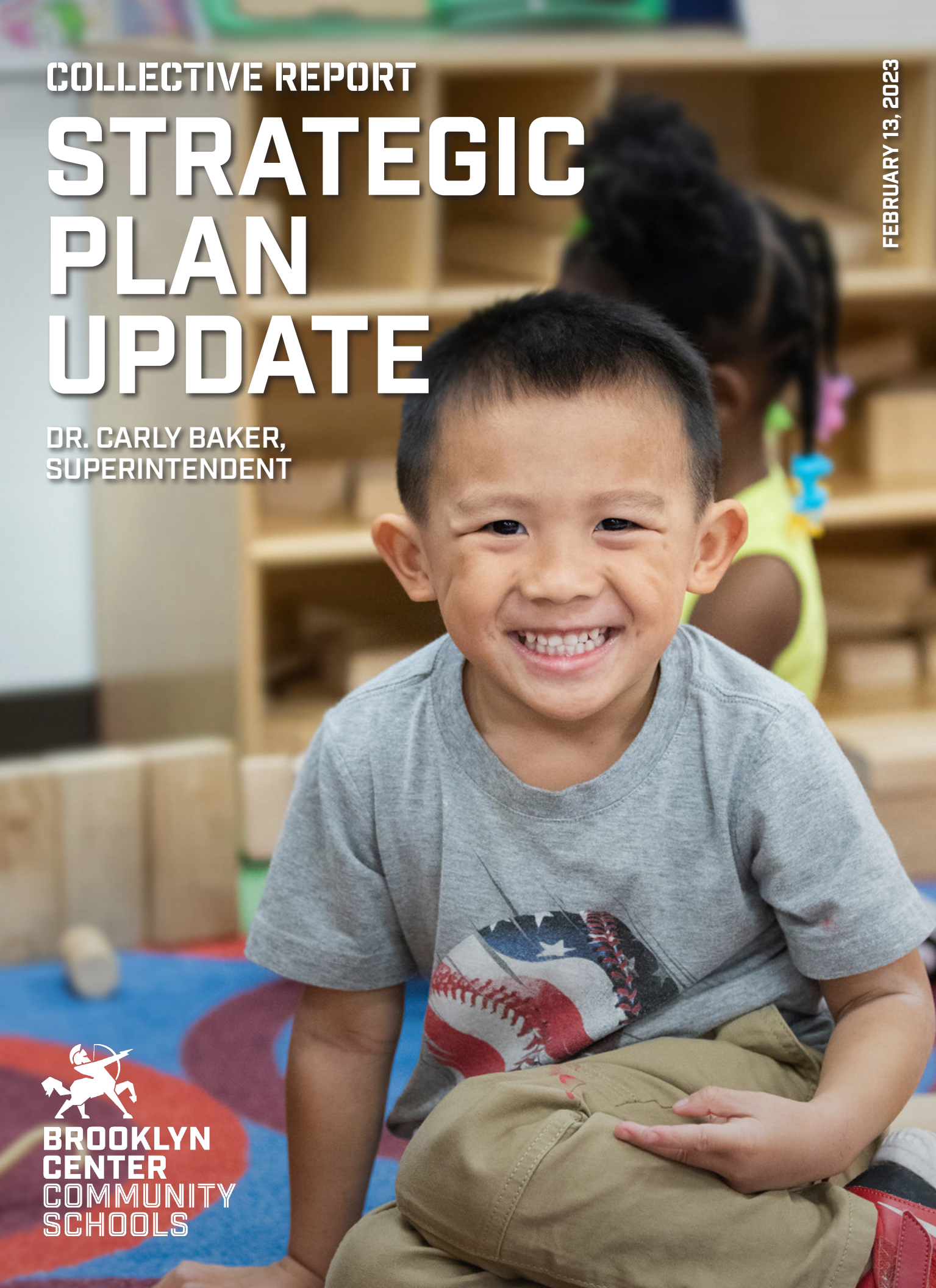
DR. CARLY BAKER,  
SUPERINTENDENT

FEBRUARY 13, 2023



**BROOKLYN  
CENTER  
COMMUNITY  
SCHOOLS**

MAKING  
TECHNOLOGY  
ENGINEERING  
ARTS  
MATH  
TECHNOLOGY  
ARTS  
MATH



# A MESSAGE FROM SUPERINTENDENT DR. CARLY BAKER

Dear BCCS Community,

In this report, you will find an overview of the progress our district has made towards reaching the goals set at the beginning of the school year. If you recall, our goals include for the 2022-2023 school year include:

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, anti-oppressive practices.

2

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

3

Bring racial and social justice "Front and Center" by increasing trust, transparency, and collaboration throughout our organization.

Portions of my work have overlapped with all three of our strategic goals this year. For instance, our safety and security work has been prioritized significantly this year. By the work of our amazing staff, we have already been able to install new safety precautions and explore additional procedures and expectations to make our buildings as safe as possible for our young people.

Additionally, as we work to bring racial and social justice "Front and Center" through increasing trust, transparency, and collaboration, we have been able to make meaningful progress in our referendum preparations for our Levy Vote in November 2023. These plans are in motion and will be rolled out to the community in the coming months.

Finally, a project that I am passionate about is what we are calling the TriCampus Design and Buildout. In an effort to redesign every student's learning experience, we are working on reconfiguring our secondary, alternative, and online schedules to be consistent across all three campuses. This innovative and creative scheduling change will provide all our students access to educational opportunities that fit their needs and aspirations.

Moving forward, it is our intent to continue the foundational work we began four years ago. 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. 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

# SY 23

## STRATEGIC 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, anti-oppressive practices.

- Brooklyn Center Elementary leadership has worked to strengthen their building culture through uses of the Restorative Practices Toolkit, establishing BCE Front and Center Agreements, engaging in circles for community building as well as to repair harm. In addition, several family and staff guides have been created to establish expectations and support the building of a positive environment for our youngest learners to thrive.
- Brooklyn Center Middle and High School leadership has worked to build restorative practices and school culture within the middle school by providing professional development, restorative based conflict resolution training, and bi-weekly risk review meetings to sooner identify where student support is needed.
- The Early College Academy leadership has continued to embed restorative practices in the daily conversations of students and staff. By doing so, they are working to create a culture where all students can express themselves and belong.
- Insight Online leadership has begun to incorporate restorative practices into the online educational format by training and providing professional development opportunities for staff. They have also worked to expand community school resources so they are available and accessible to all online students, whether they live in the metro area or across the state. This includes but is not limited to mental health support and internet access.
- The Equity Department has been developing and hosting professional development for all district employees through First Friday PD Days while supporting the Instructional Equity Project with sponsoring and coaching. They are also working with leaders across the district to build a consistent foundation and implementation of district-wide restorative practices.

- Safety and security work has been happening across all sites in the district. Physical modifications to building entrances have been identified and our emergency preparedness expectations have been reviewed. Additionally, staff have been working on updating district reunification plans, crisis response plans, and emergency response guides for during the school day, after school programming, and facility rentals.
- The Special Services Department continues to support the Community Connection Form requests and analyzes data and trends to better meet the needs of our community. They also work with the Restorative Practices team to build the district's Restorative Practices Framework.
- The Operations Department has been working to improve operations staff culture by providing professional development opportunities, updated team expectations, and implementation of updated machinery to make the day-to-day operations easier.

# SY 23

## STRATEGIC GOAL #2

---

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

- The Early College Academy leadership and staff are able to support students on an individual basis by providing home visits, academic and behavioral support, and positive relationship building with students to support the growth and achievement of each student.
- With the support of secondary teachers, the Curriculum and Instruction Department has launched an advisory curriculum for grades 6-12, specifically created with intentional instruction in the areas of schola emotional learning and college/career readiness.
- Ongoing coaching and training in K-5 classrooms has been happening after the adoption of the Functional Phonics program to continue to work toward the goal of 85% of our K-2 students meeting the proficiency benchmark at the end of the school year.

# SY 23

## STRATEGIC 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.

- Brooklyn Center Middle and High School Leadership has worked collaboratively with staff across the district to gather data in the fall semester to gauge student and staff daily experiences at Brooklyn Center Community Schools. This process surveyed the daily experiences around school climate, culture, and safety.
- The Early College Academy leadership has monitored the progress of strategies for intervention throughout the year and have seen a decline in referral rates from the beginning of the school year.
- The Special Services Department is working to engage with families consistently and revising the Special Services component of the enrollment process to ensure consistent information is gathered and timely support can be provided to families. In addition, they have increased communications with staff, updated department meeting formats to allow for more time to collaborate and grow together, and provided intentional on-boarding and professional development training for staff.
- The Communications Department is collaborating with leaders to establish consistent family engagement and family communications expectations across district sites. In addition, staff newsletters have been consolidated into one email sent twice a month which has increased the number of staff who consistently open and read through the district’s updates.
- The Data and Accountability and Enrollment Team have been working to redesign the enrollment process by overhauling, centralizing, and updating all our enrollment documents to ensure all enrollment forms are accurate, translated, and branded as they roll out a new DocuSign format. In addition, this team provides weekly support of the Community Connection Form; compiles, reviews, and reports data; and is updating our Student Information System so our data intake practices become more justice-centered and anti-oppressive.

- The Community Engagement and Early Learning leadership have worked to update the enrollment process for programming to be consistent with district processes. In addition, they are working to establish a district-wide support system for pregnant and parenting students.
- The Health Services Department has worked collaboratively to promote community events and ensure health resources are accessible to all students and families.
- The Human Resources Department is establishing a consistent employee engagement survey to be used annually to identify areas of improvement. This process will include the action steps needed to address employee concerns if identified and a reporting system to leadership highlighting all employee feedback equally.