2025-2026 COMPREHENSIVE ACHIEVEMENT & CIVIC READINESS PLAN



BROOKLYN CENTER COMMUNITY SCHOOLS

THE CACR PLAN ADDRESSES FOUR FOCUS AREAS:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career 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 2025-2026 school year. This year, on of our focuses is on development and implementation of MnMTSS framework and infrastructure across all sites in support of meeting the instructional needs and social emotional needs of all students.

Additionally, we have a strong focus on evidence-based tier 1 instruction, equity, and restorative practices into our daily practice. One challenge we are addressing this year is continuing to serve many students performing significantly below grade level in reading and math. Our goal is to strengthen Tier 1 instruction so all students have access to high-quality, grade-level learning while also providing targeted supports and scaffolds that enable them to engage with and meet grade-level expectations.

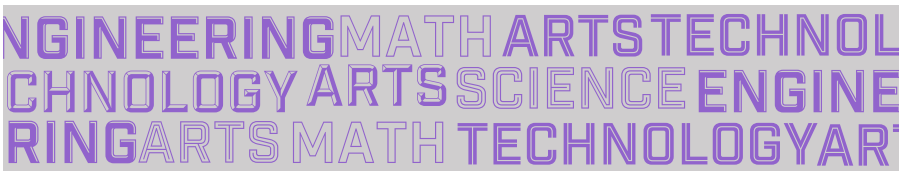
Our academic growth data from SY25 showed that across grade-levels fewer students were showing flat growth from Fall to Spring according to both math and reading measures. Moving forward, we must continue to reduce the number of students showing flat growth while simultaneously increasing the percentage of students achieving aggressive growth in order to increase overall proficiency rates over time.

As is everything we do at Brooklyn Center Community Schools, we unabashedly and unequivocally put students at the center. 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.









MISSION

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

VISION

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.

CORE VALUES

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 joy 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 Anishinaabeg/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 2024-2025 STRATEGIC PLAN

GOAL #1

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

- 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 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.

GOAL #2

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

- 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.
- All birth through Grade 5 teachers and administrators completed their professional learning experience (i.e. AIM Pathways, LETRS, CAREIALL, etc.)
- 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.

GOAL #3

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

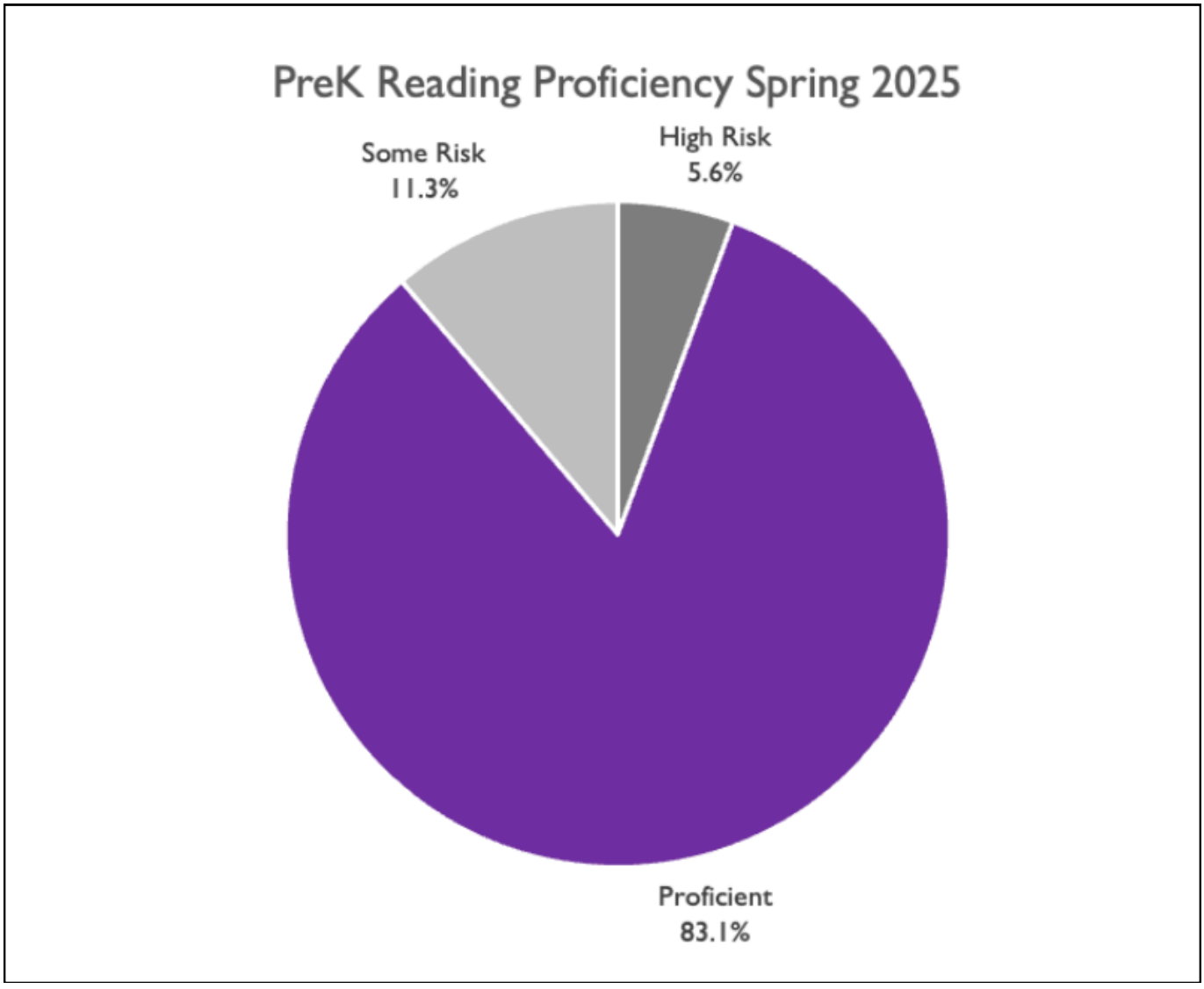
- Based on our Employee Engagement Survey and additional data, from SY24 to SY25, we saw an increase in employee retention, satisfaction, and engagement.
- Professional development, trauma trainings, and staff wellness initiatives have been incorporated throughout the school year to help us move closer to becoming a healing organization.
- Staff focus groups were held in the spring to provide more opportunities for feedback about employees' experiences, which provided additional suggestions to improve things like communication across the district.

DATA

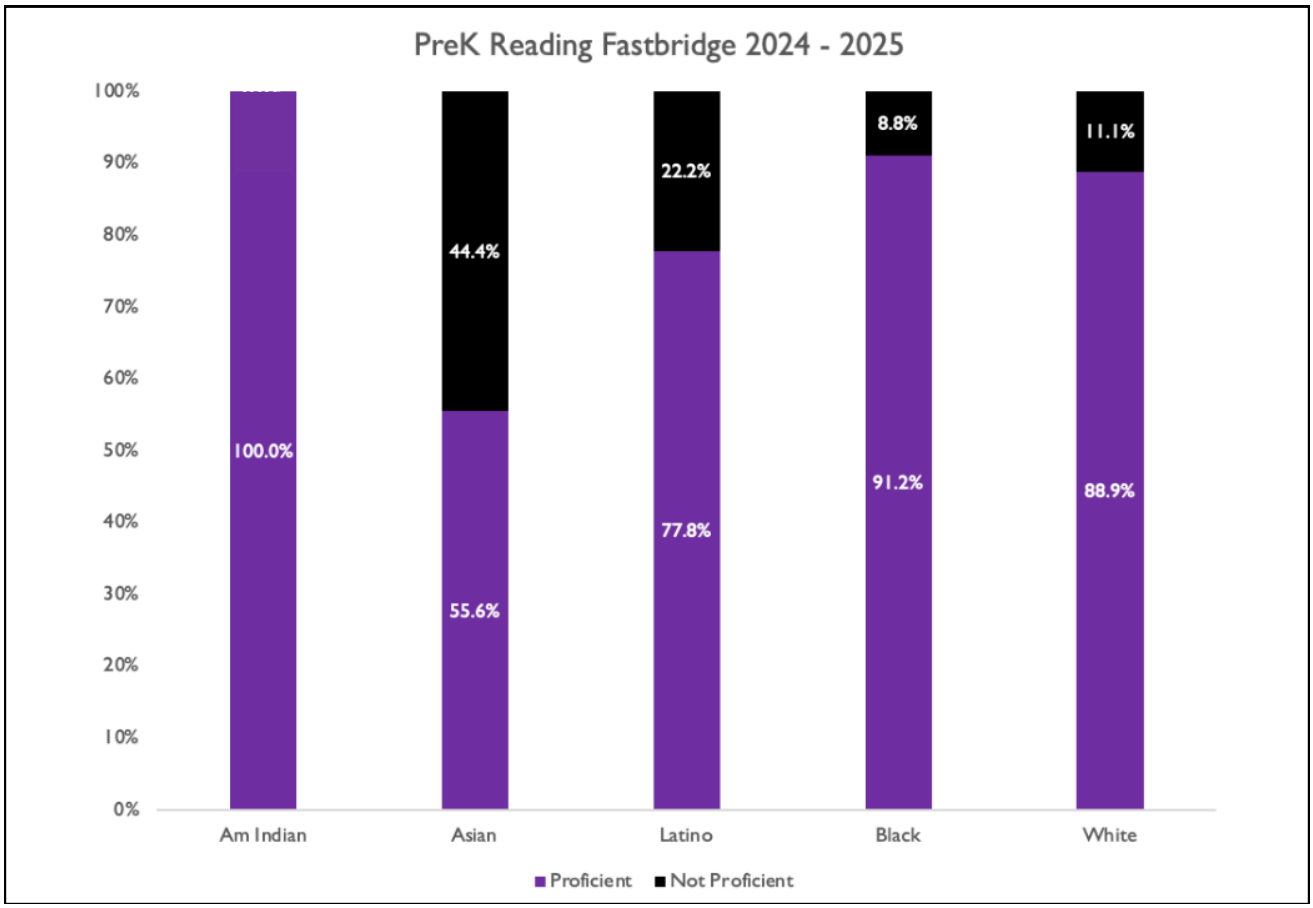
- School Readiness
- District Proficiency & Growth Goals
- Achievement Gap
- Growth & Proficiency Results
- Local Literacy Plan 2025
- College and Career Readiness
- Graduation 2024
- Creating Life Long Learners

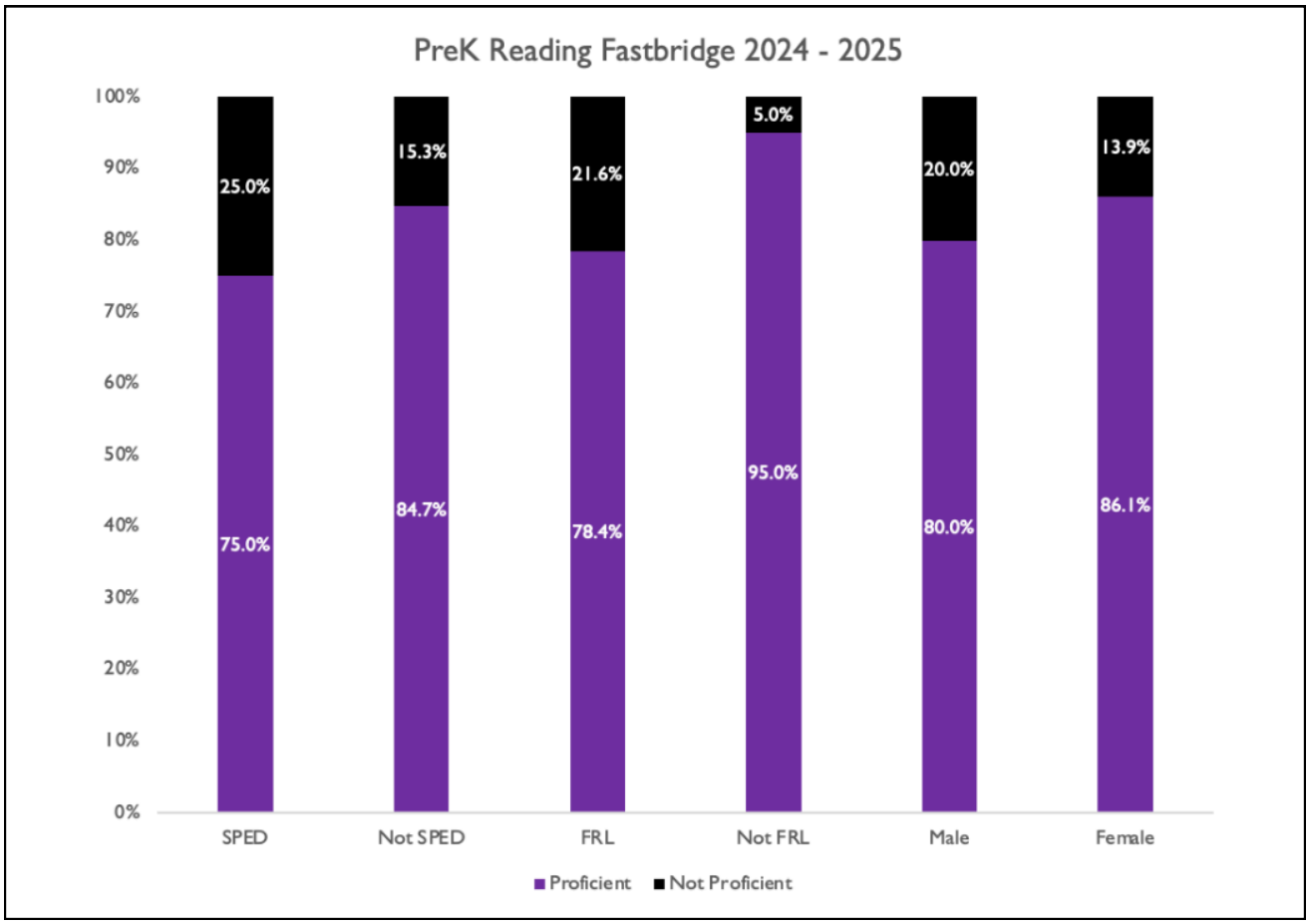
SCHOOL READINESS 2025

Our students were 83.1% Proficient on the Spring Fastbridge Reading assessment in PreK. The highest proficiency by race were in the American Indian (100%), Black (91.2%), and White (88.9%) categories, and the lowest proficiency by race was in the Asian population (55.6%). We had 59 students meeting proficiency, 8 students in the “Some Risk” category, and 4 students in the “High Risk” category.



SCHOOL READINESS 2025





DISTRICT PROFICIENCY & GROWTH GOALS

Brooklyn Center Community Schools have published the following proficiency and growth goals for the 2025-2026 school year.

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

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

Reading and Math
We will record 88% of students showing “modest growth” or higher from fall testing to spring testing.

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





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.

2025 MCA DATA: MATH

BROOKLYN CENTER ELEMENTARY: OVERALL -1.0% GROWTH FROM 2024 TO 2025

- Grade 3: up 0.1%
- Grade 4: up 0.9%
- Grade 5: down 5.1%
- Latino: up 1.4%
- BCE met the 3.5% growth goal for Two or More Races: 6.1%

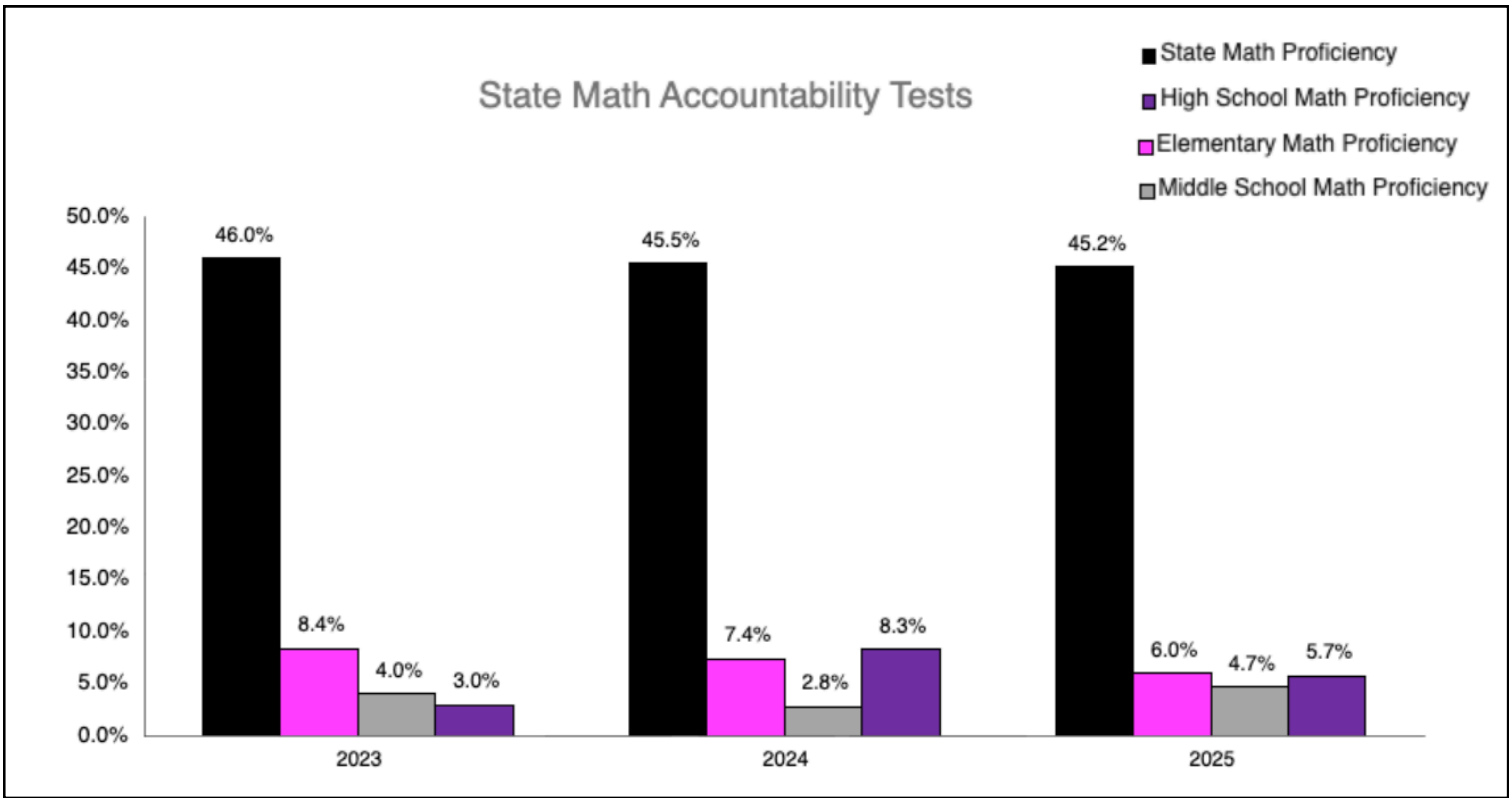
BROOKLYN CENTER MIDDLE SCHOOL: OVERALL +1.9% GROWTH FROM 2024 - 2025

- BCMS improved 2.2% better overall than the state average
- Grade 6: up 1.8%
- Grade 7: up 2.3%
- Grade 8: up 1.5%
- SPED: up 1.8%
- FRL: up 1.8%
- Male: up 1.8%
- Female: up 1.7%
- BCMS met the 3.5% improvement goal for English Learners: 3.8%
- BCMS met the 3.5% improvement goal for American Indian students: 9.1%
- BCMS met the 3.5% improvement goal for Black students: 4.0%
- BCMS met the 3.5% improvement goal for White students: 5.5%
- BCMS met the 3.5% improvement goal for students with Two or More Races: 6.7%
- BCMS met the 3.5% improvement goal for Homeless students: 4.0%

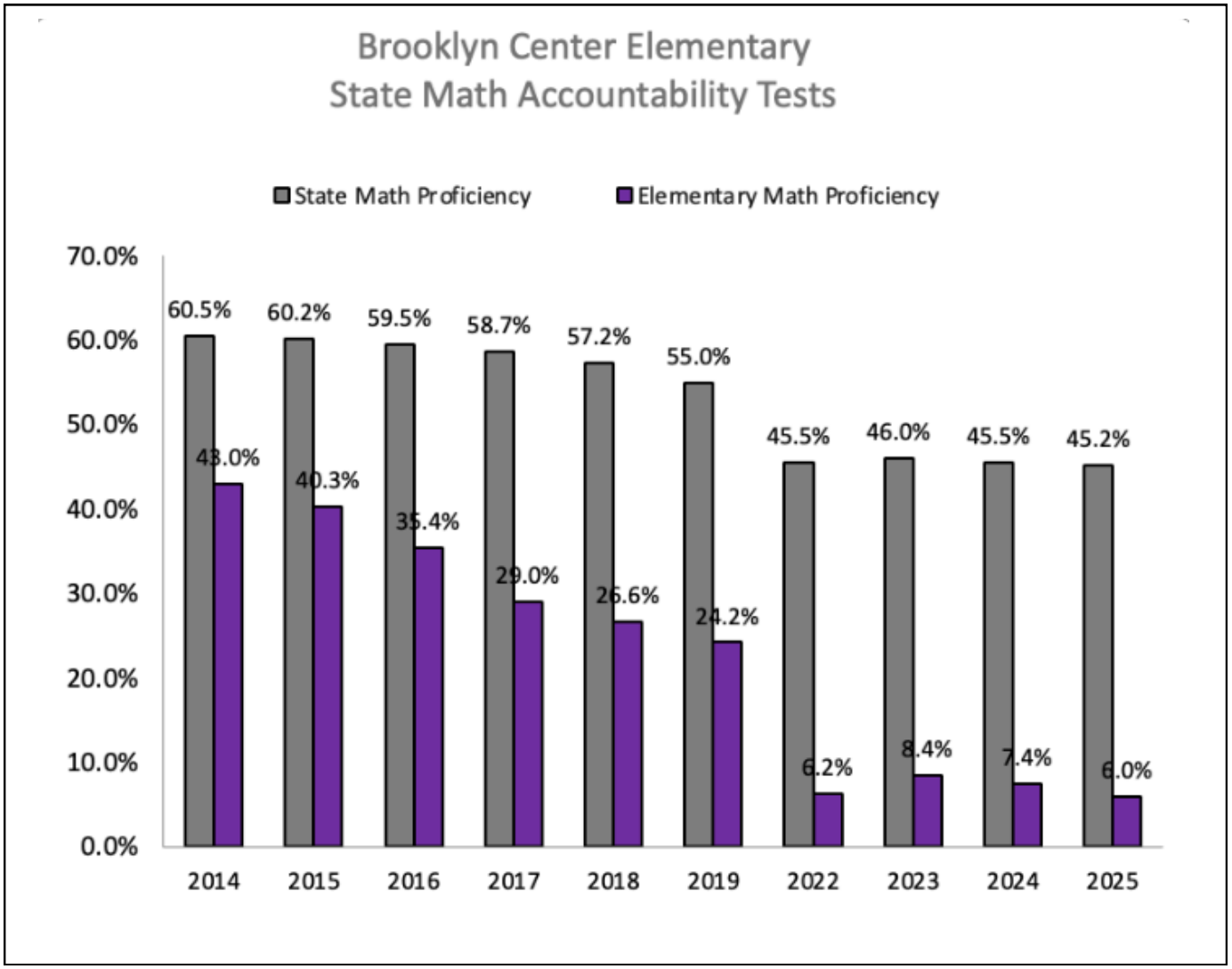
BROOKLYN CENTER HIGH SCHOOL: OVERALL -2.6% GROWTH FROM 2024 - 2025

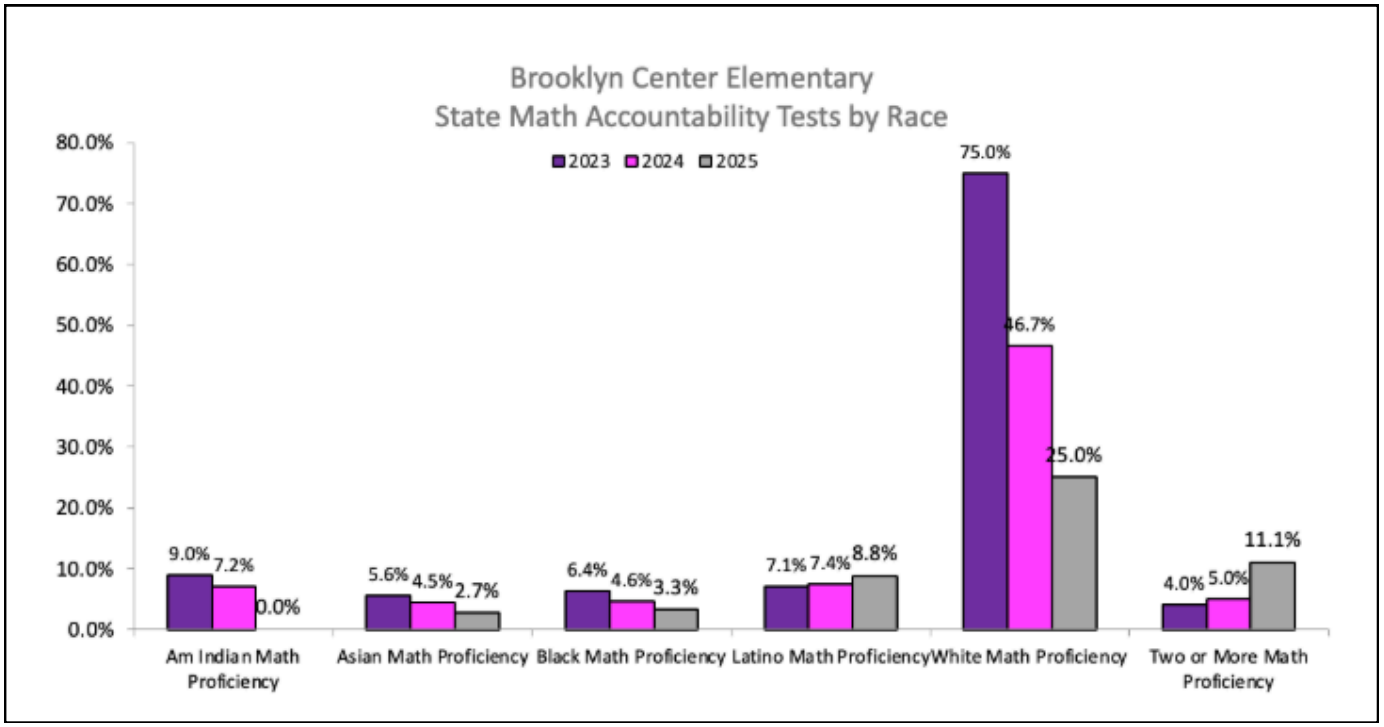
- BCHS met the 3.5% improvement goal for SPED students: 5.9%
- BCHS met the 3.5% improvement goal for Asian students: 11.0%

STATE: OVERALL -0.3% GROWTH FROM 2024 TO 2025

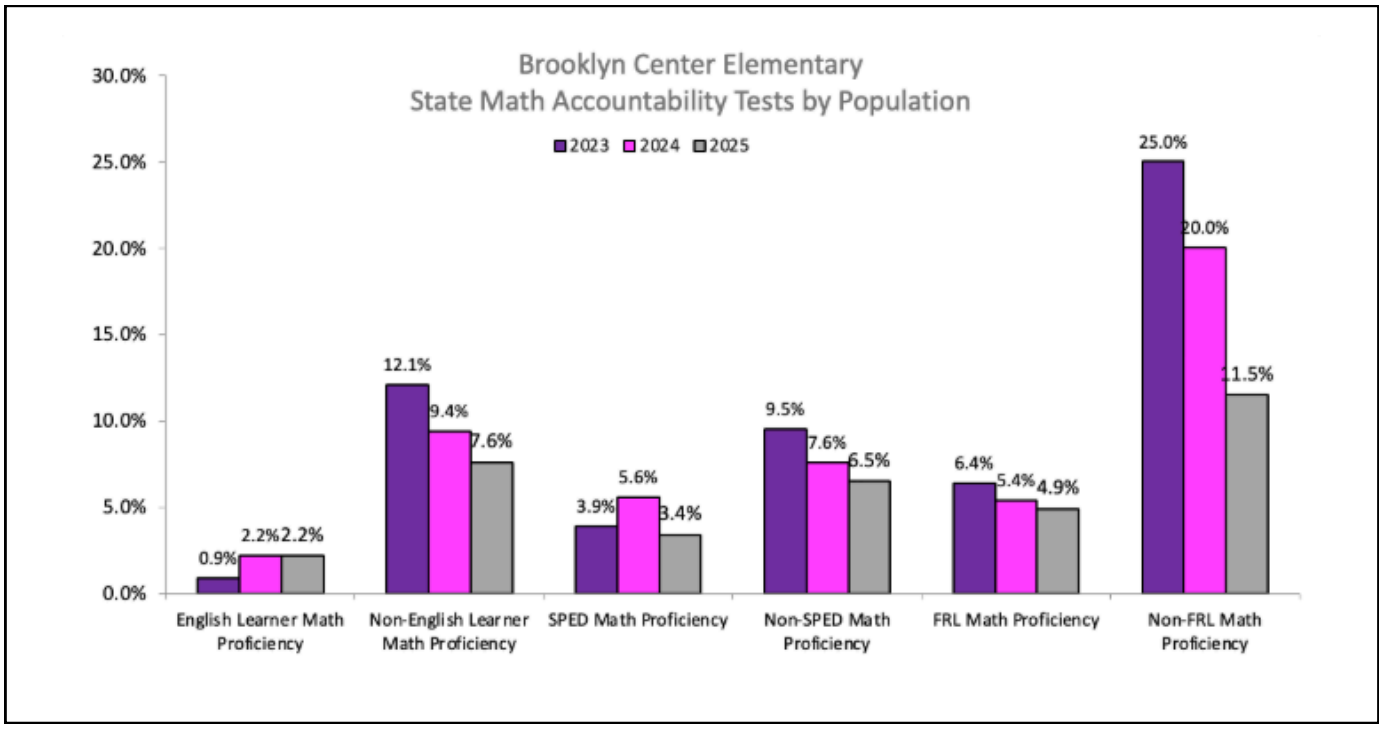


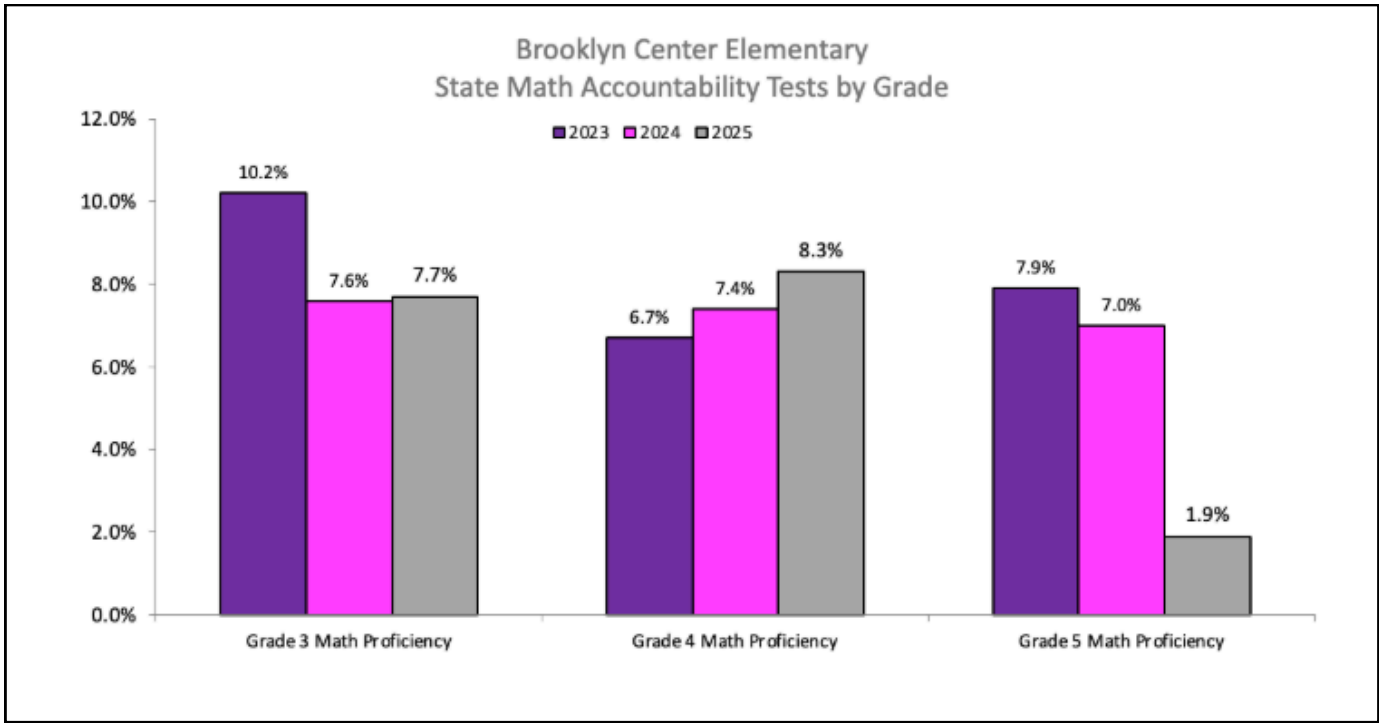
BROOKLYN CENTER ELEMENTARY SCHOOL STEAM

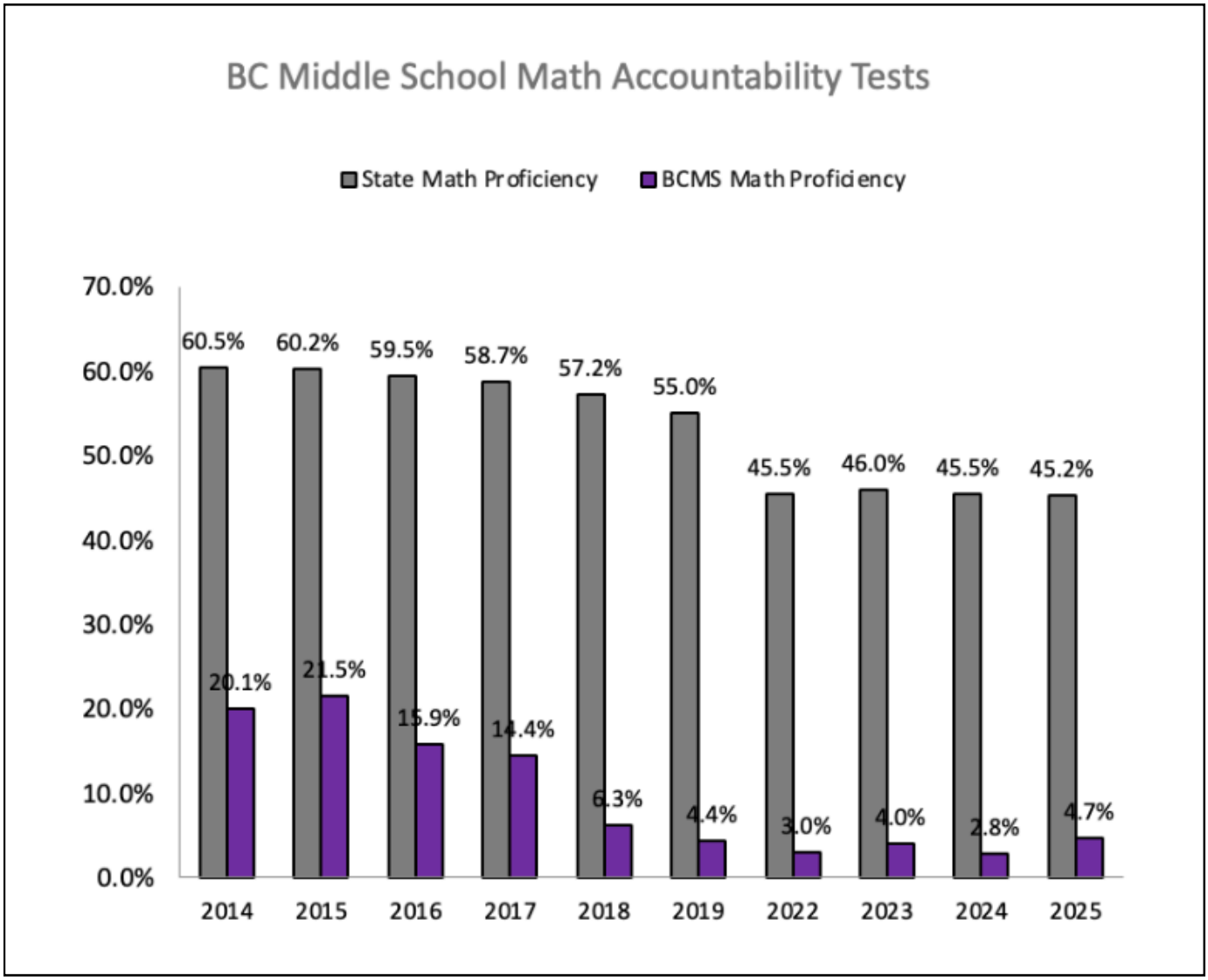


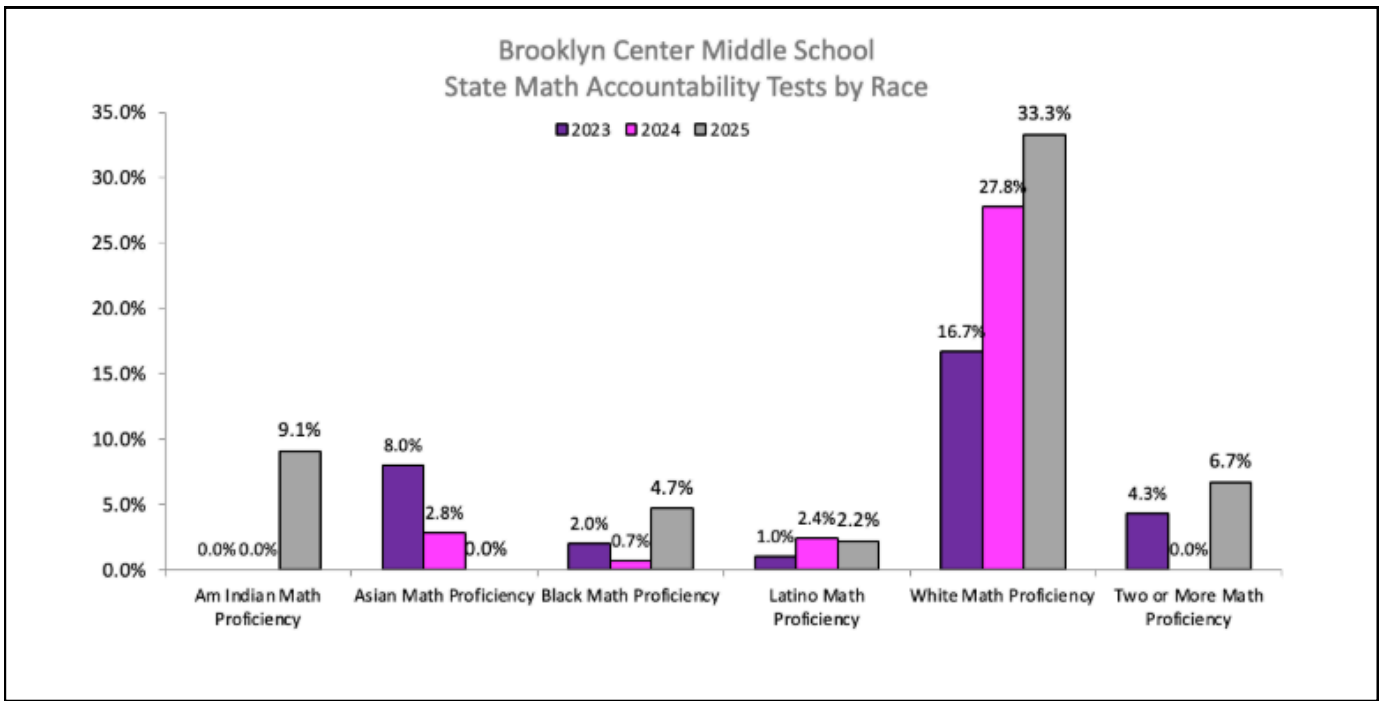


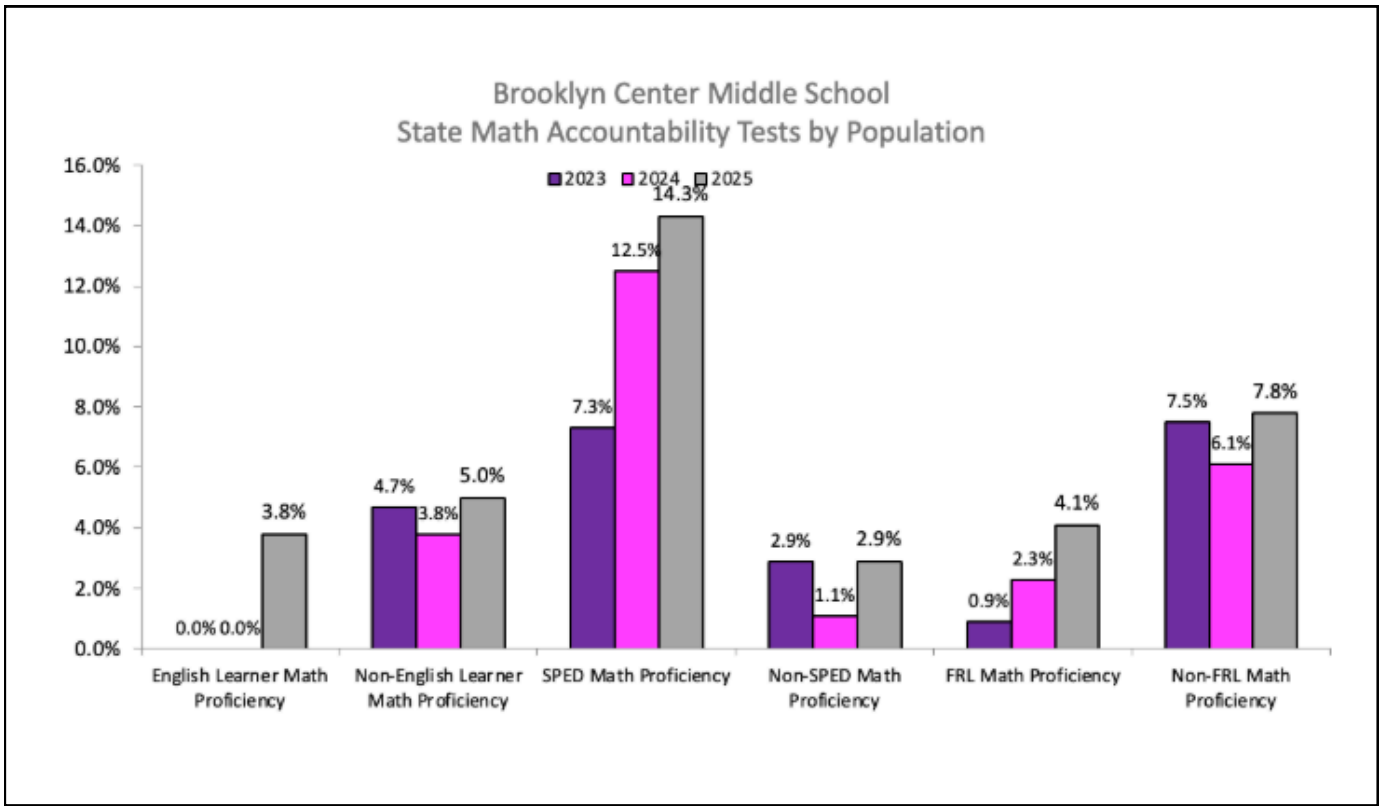
BROOKLYN CENTER ELEMENTARY SCHOOL STEAM

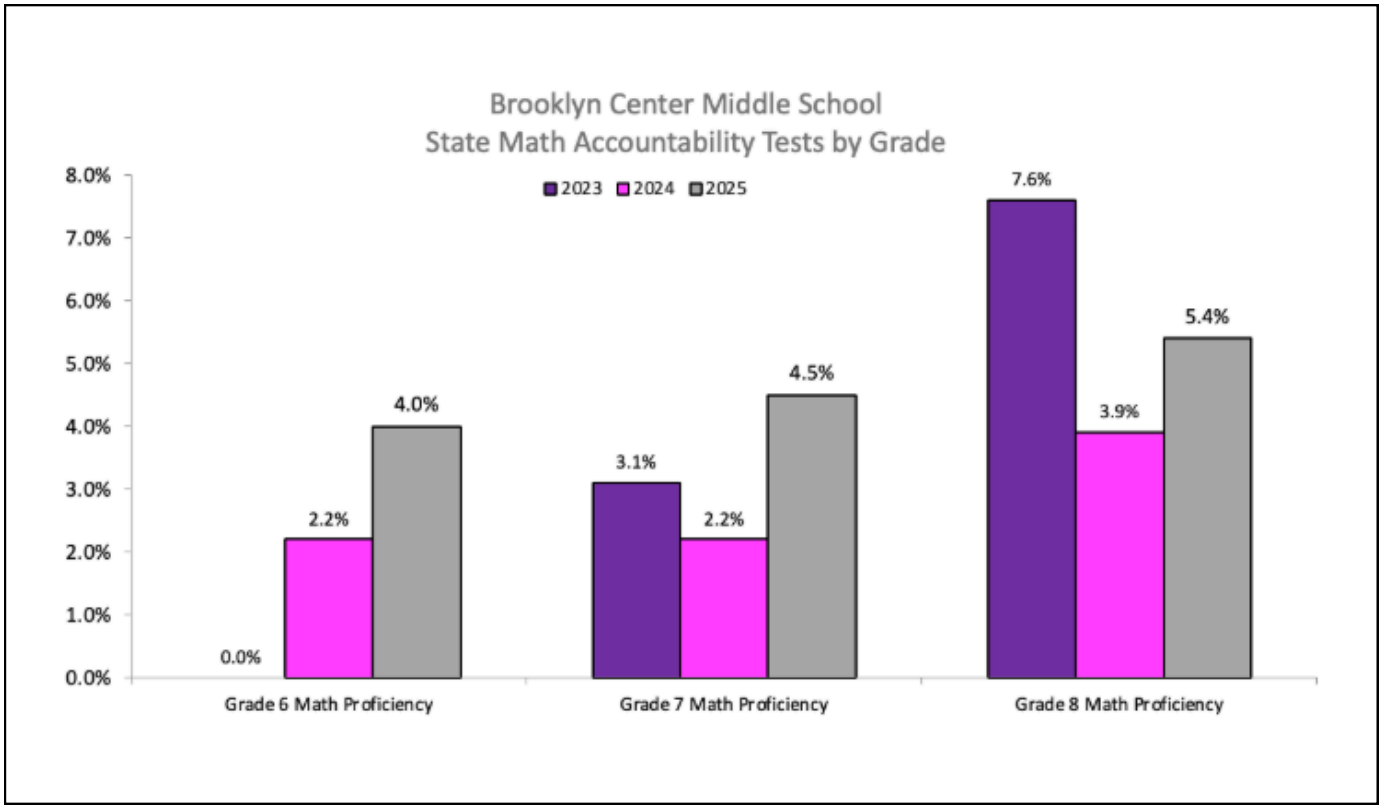




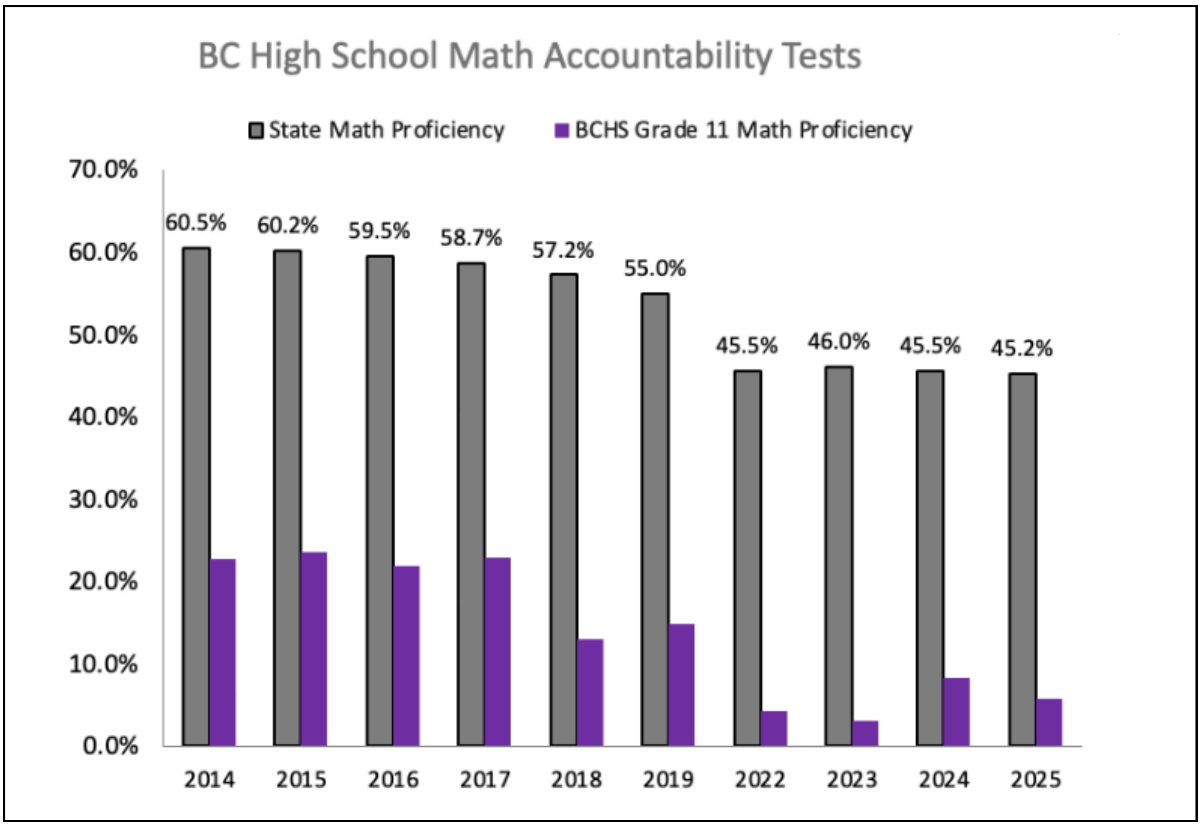

BC Middle School Math Accountability Tests
State Math Proficiency
BCMS Math Proficiency
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
60.5%
60.2%
59.5%
58.7%
57.2%
55.0%
45.5%
46.0%
45.5%
45.2%
20.1%
21.5%
15.9%
14.4%
6.3%
4.4%
3.0%
4.0%
2.8%
4.7%
2014
2015
2016
2017
2018
2019
2022
2023
2024
2025

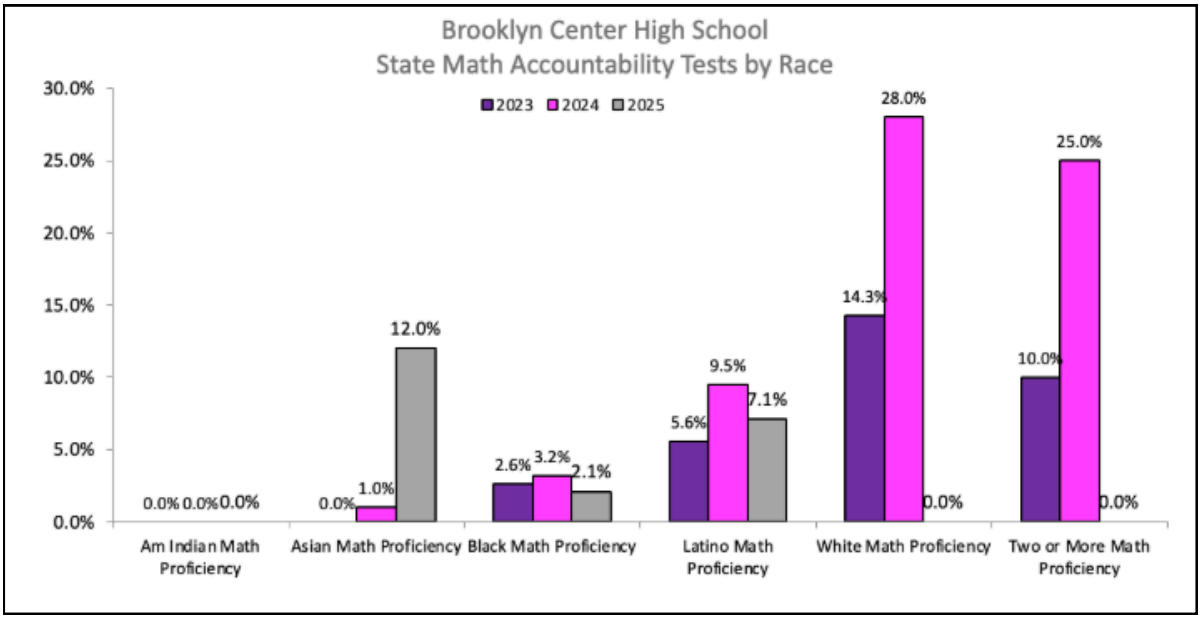

Brooklyn Center Middle School
State Math Accountability Tests by Race
2023
2024
2025
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
0.0%
0.0%
9.1%
8.0%
2.8%
0.0%
2.0%
0.7%
4.7%
1.0%
2.4%
2.2%
16.7%
27.8%
33.3%
4.3%
0.0%
6.7%
Am Indian Math Proficiency
Asian Math Proficiency
Black Math Proficiency
Latino Math Proficiency
White Math Proficiency
Two or More Math Proficiency

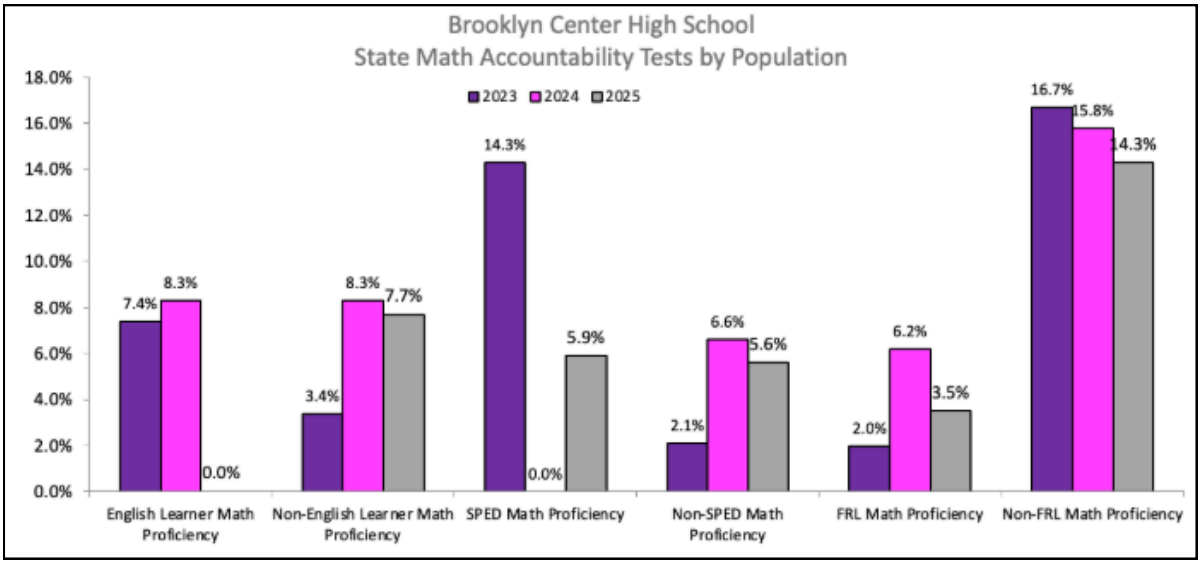

Brooklyn Center Middle School
State Math Accountability Tests by Population
2023
2024
2025
16.0%
14.0%
12.0%
10.0%
8.0%
6.0%
4.0%
2.0%
0.0%
0.0%
0.0%
3.8%
4.7%
3.8%
5.0%
7.3%
12.5%
14.3%
2.9%
1.1%
2.9%
0.9%
2.3%
4.1%
7.5%
6.1%
7.8%
English Learner Math Proficiency
Non-English Learner Math Proficiency
SPED Math Proficiency
Non-SPED Math Proficiency
FRL Math Proficiency
Non-FRL Math Proficiency


Brooklyn Center Middle School
State Math Accountability Tests by Grade
2023
2024
2025
8.0%
7.0%
6.0%
5.0%
4.0%
3.0%
2.0%
1.0%
0.0%
0.0%
2.2%
4.0%
3.1%
2.2%
4.5%
7.6%
3.9%
5.4%
Grade 6 Math Proficiency
Grade 7 Math Proficiency
Grade 8 Math Proficiency

BC BROOKLYN CENTER HIGH SCHOOL STEAM







2025 MCA DATA: READING

BROOKLYN CENTER ELEMENTARY: OVERALL -1.8% GROWTH FROM 2024 TO 2025

- Grade 3: down 6.2%
- Grade 4: up 0.4%
- Grade 5: up 0.8%
- SPED: down 5.5%
- Asian: up 2.4%
- Black: up 0.8%
- Male: down 4.8%
- Female: up 1.1%
- BCE met the 3.5% growth goal for American Indian students: 3.6%
- BCE met the 3.5% growth goal for Two or More Races: 6.3%

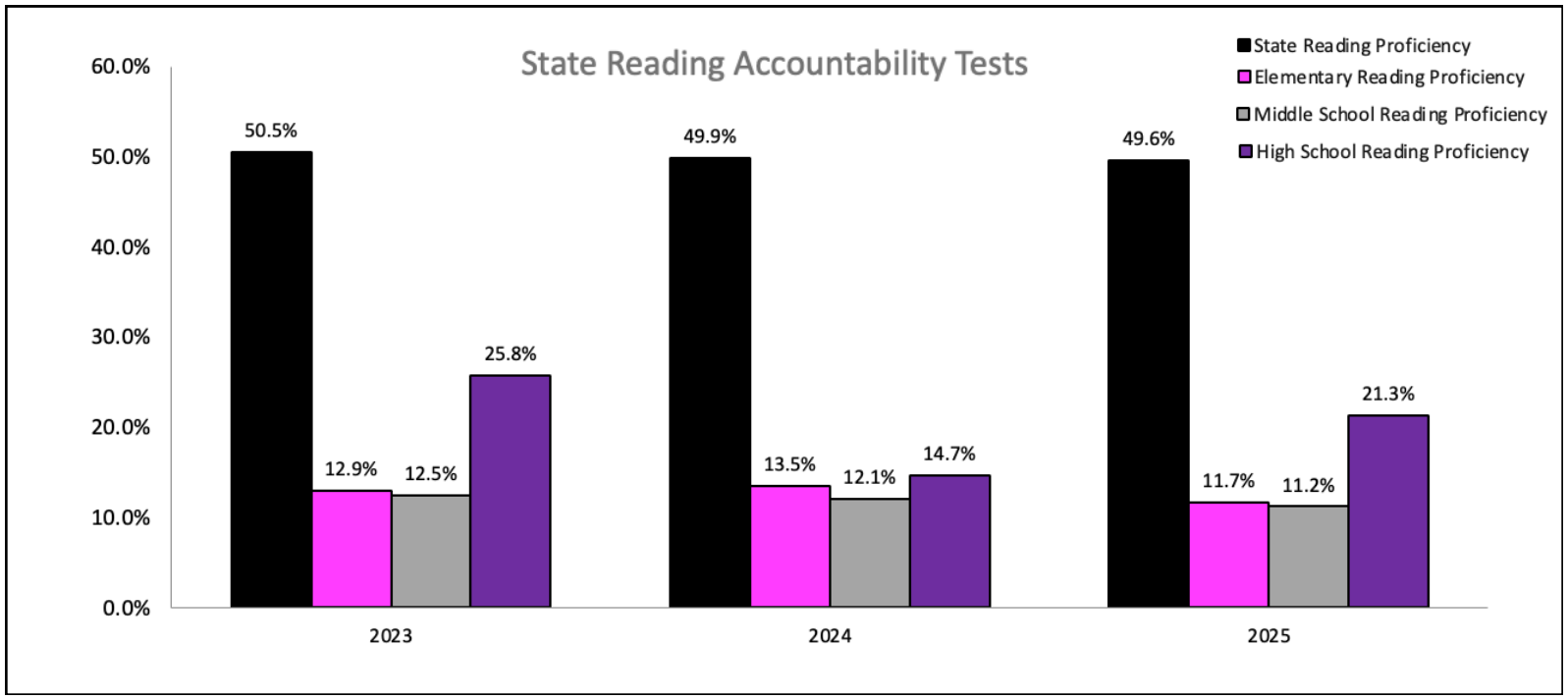
BROOKLYN CENTER MIDDLE SCHOOL: OVERALL -0.9% GROWTH FROM 2024 TO 2025

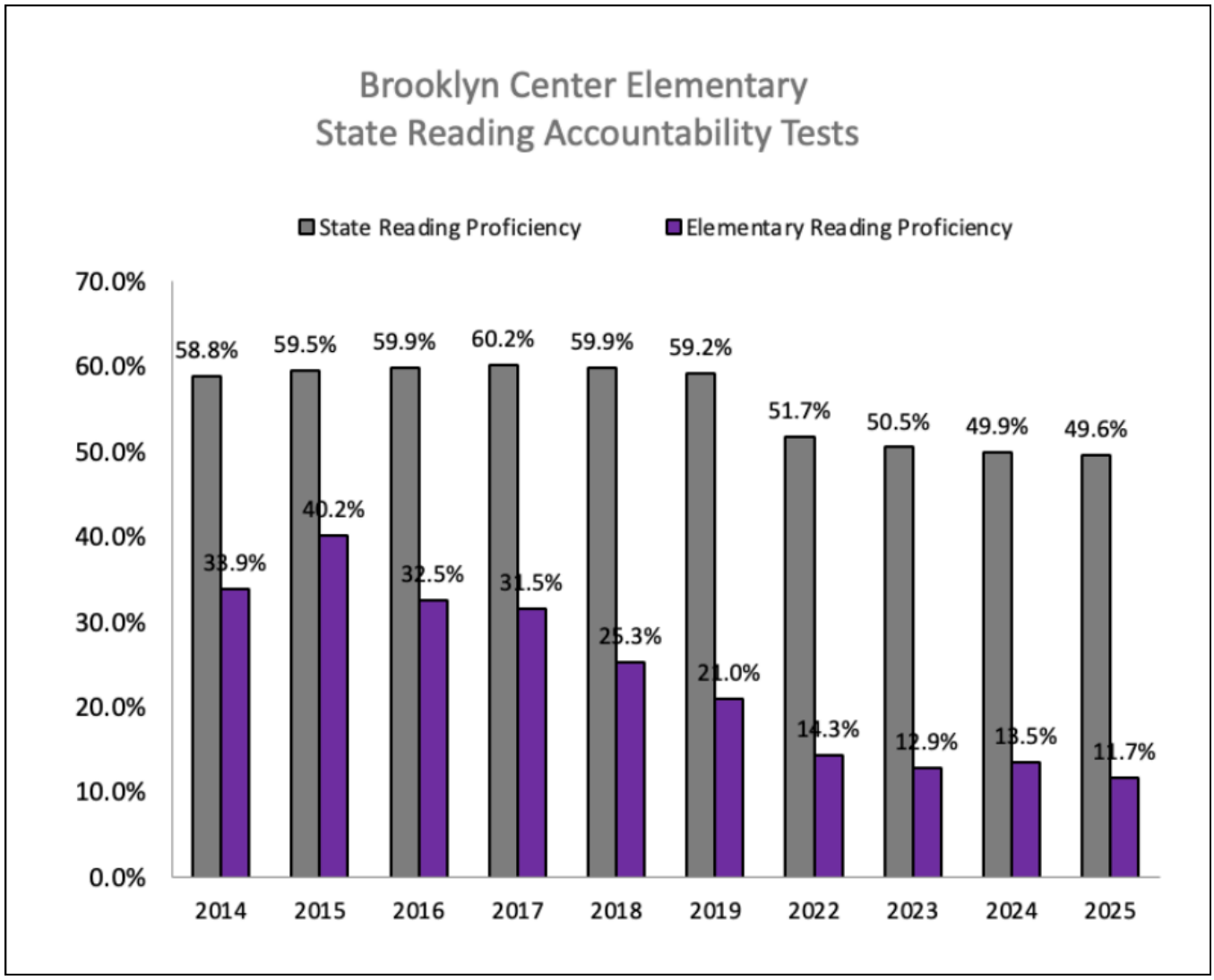
- Non-FRL: up 3.9%
- Black: up 3.1%
- Two or More: up 1.4%
- BCMS met the 3.5% improvement goal for Homeless students: 12.0%

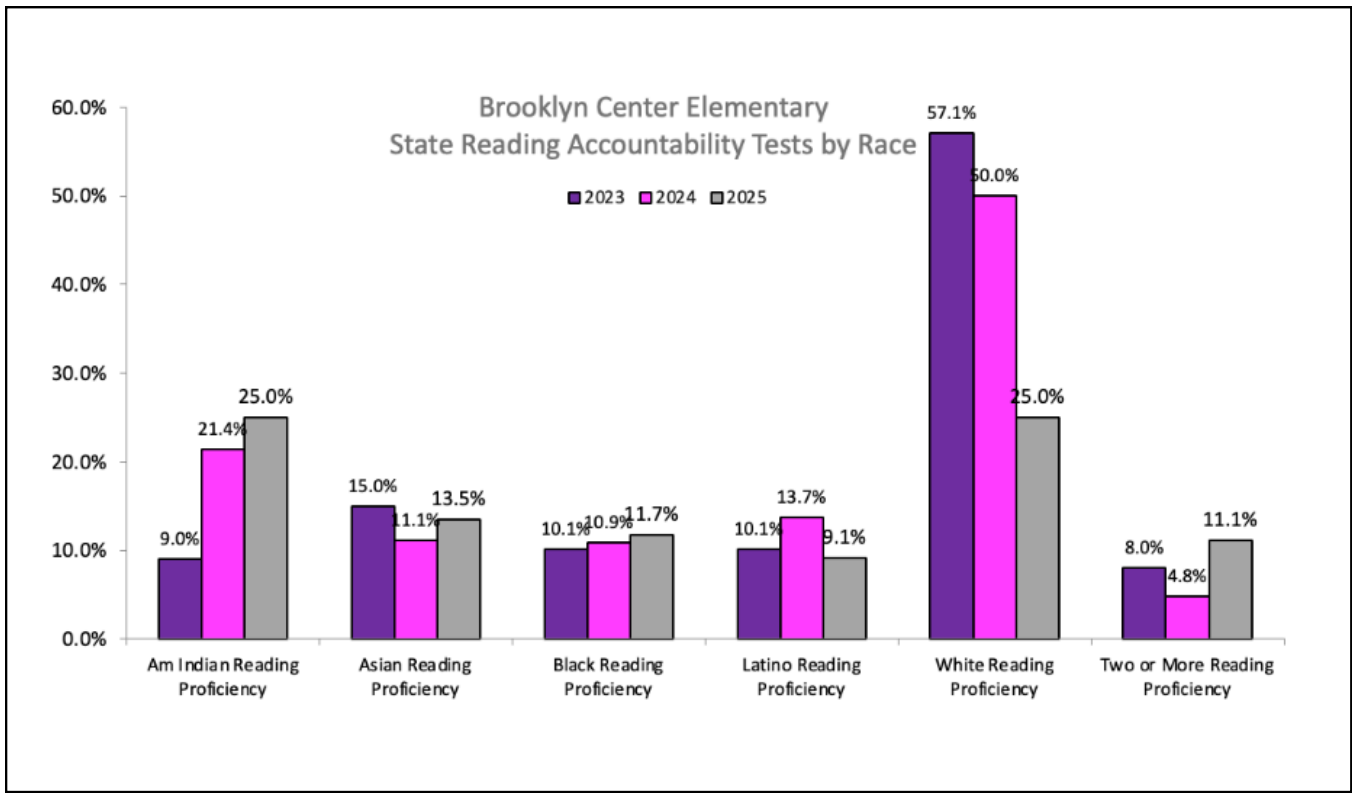
BROOKLYN CENTER HIGH SCHOOL: OVERALL +6.6% GROWTH FROM 2024 TO 2025

- BCHS met the Overall 3.5% improvement in Reading Proficiency Goal: 6.6%
- Students in the "Meets" Category: up 5.9%, and "Exceeds" up 0.7%
- Non- English Learner: up 7.5%
- Non-SPED: up 6.6%
- Non-FRL: up 11.1%
- Female: up 2.1%
- BCHS met the 3.5% improvement goal for SPED students: 8.0%
- BCHS met the 3.5% improvement goal for FRL students: 5.6%
- BCHS met the 3.5% improvement goal for American Indian students: 33.3%
- BCHS met the 3.5% improvement goal for Asian students: 13.1%
- BCHS met the 3.5% improvement goal for Black students: 9.2%
- BCHS met the 3.5% improvement goal for White students: 38.7%
- BCHS met the 3.5% improvement goal for Male students: 10.2%

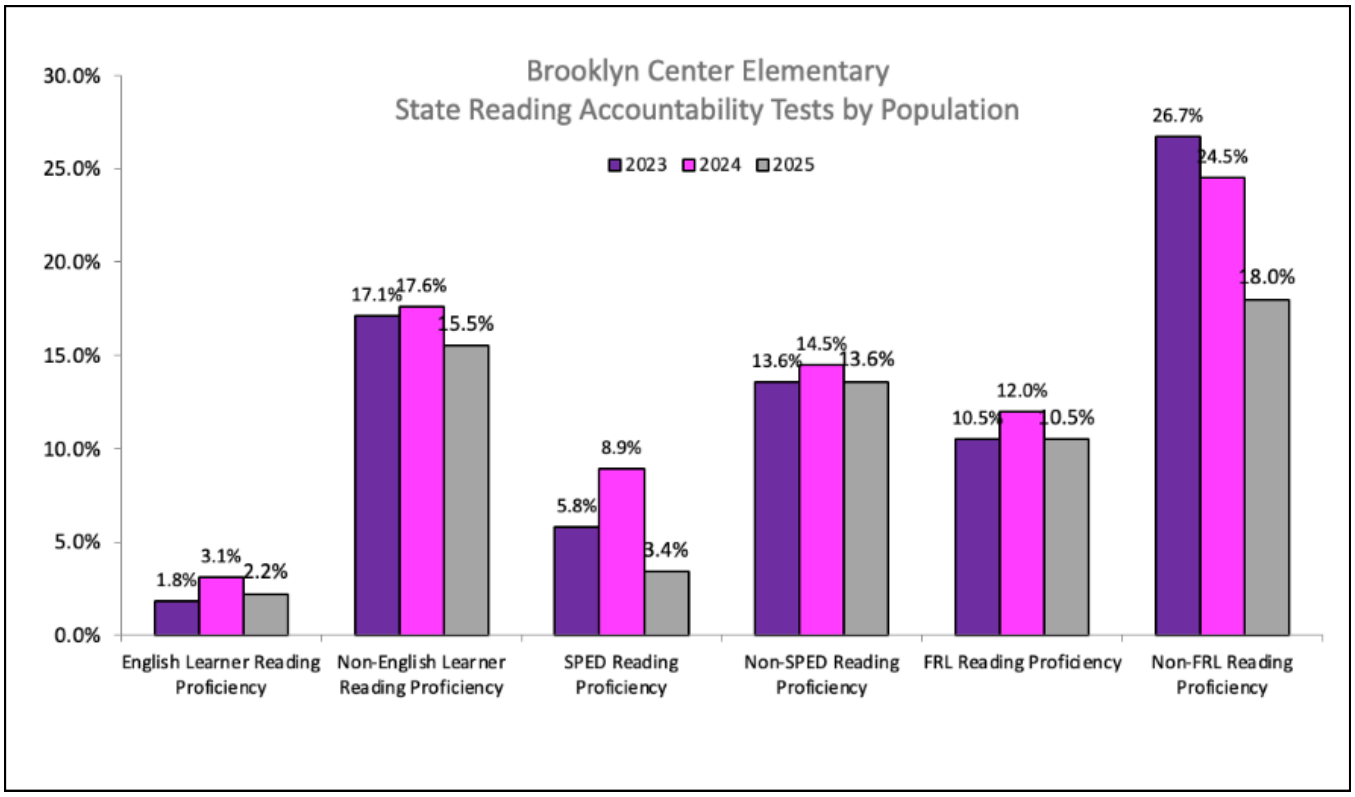
STATE: OVERALL +1.4% GROWTH FROM 2024 TO 2025

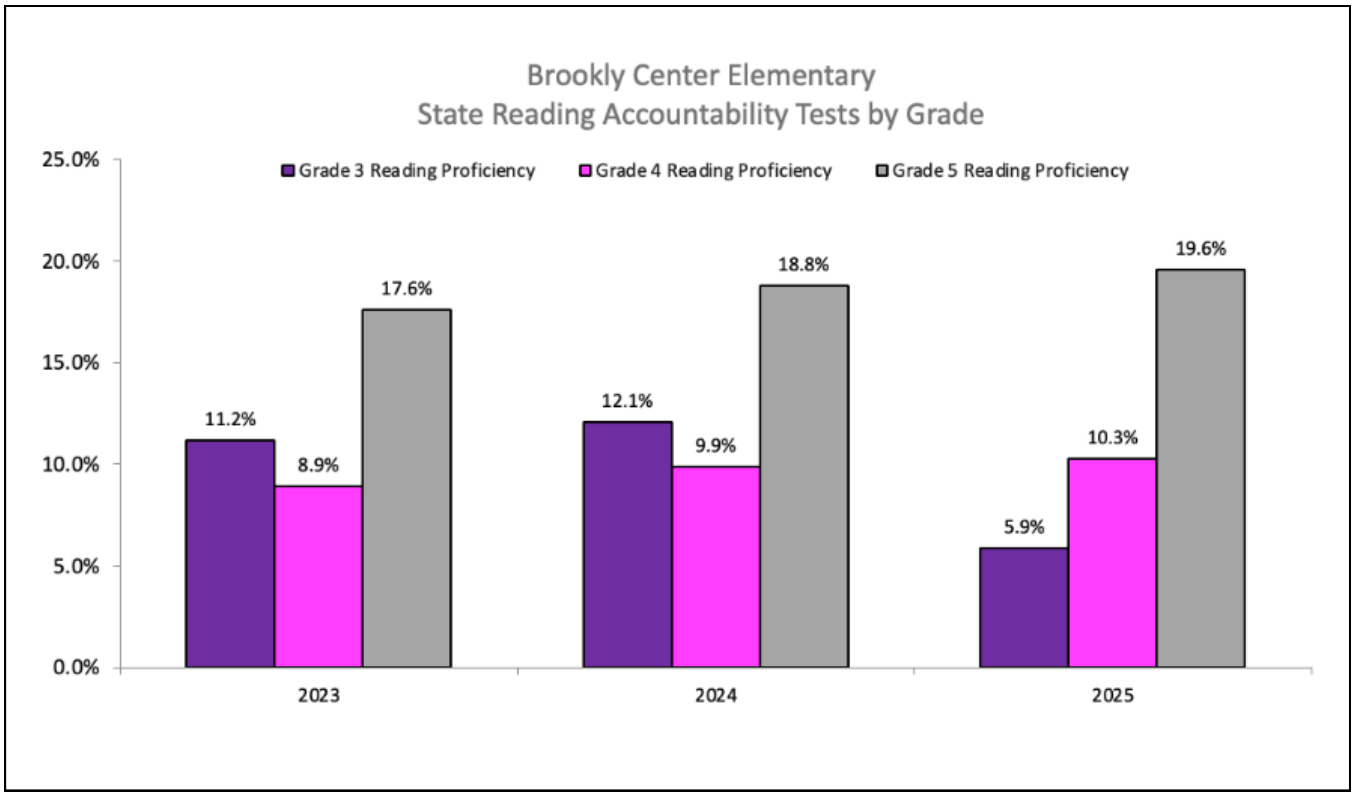



Brooklyn Center Elementary
State Reading Accountability Tests
State Reading Proficiency
Elementary Reading Proficiency
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
58.8%
59.5%
59.9%
60.2%
59.9%
59.2%
51.7%
50.5%
49.9%
49.6%
33.9%
40.2%
32.5%
31.5%
25.3%
21.0%
14.3%
12.9%
13.5%
11.7%
2014
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2022
2023
2024
2025

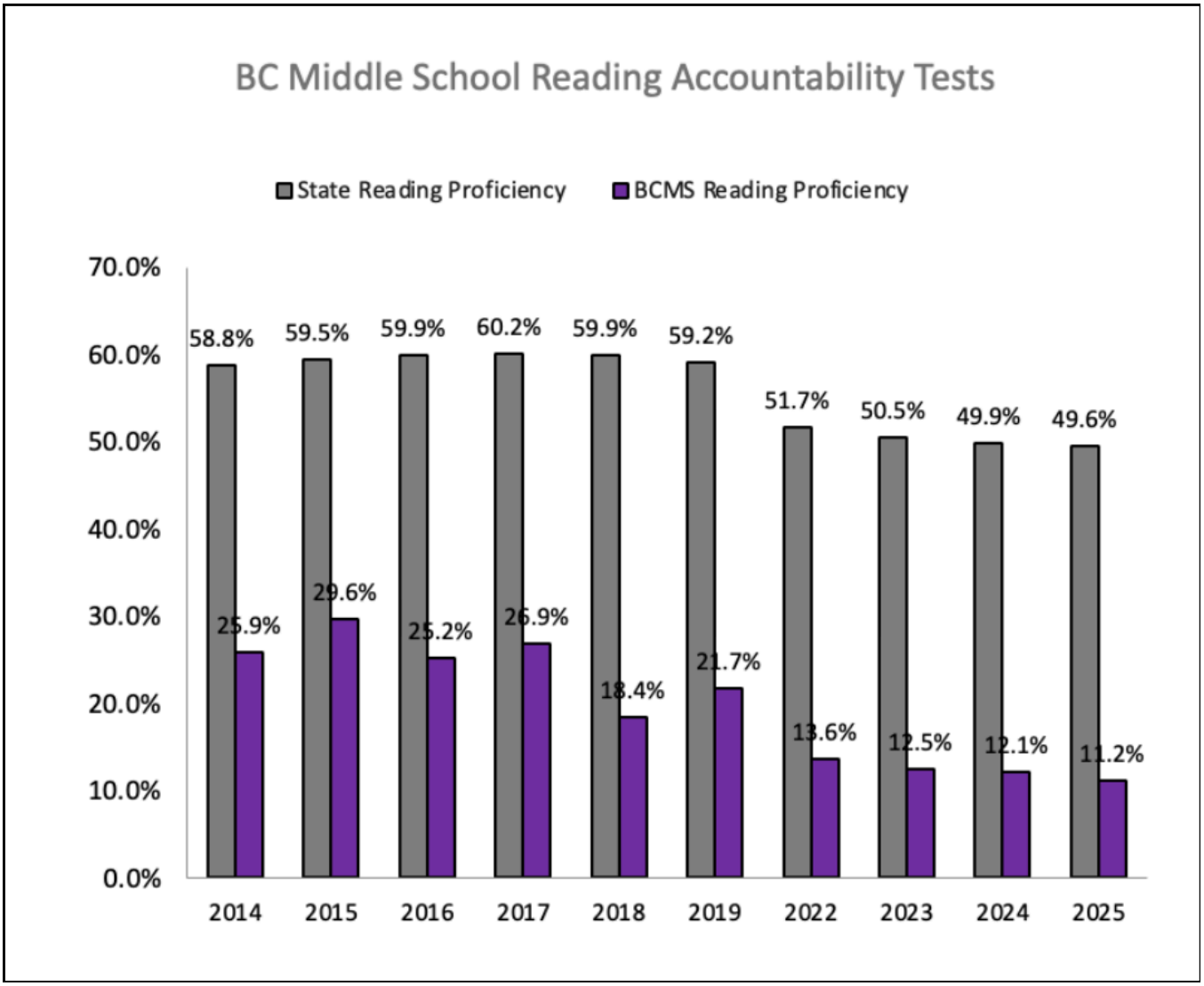

Brooklyn Center Elementary
State Reading Accountability Tests by Race
2023
2024
2025
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
9.0%
21.4%
25.0%
15.0%
11.1%
13.5%
10.1%
10.9%
11.7%
10.1%
13.7%
9.1%
57.1%
50.0%
25.0%
8.0%
4.8%
11.1%
Am Indian Reading Proficiency
Asian Reading Proficiency
Black Reading Proficiency
Latino Reading Proficiency
White Reading Proficiency
Two or More Reading Proficiency

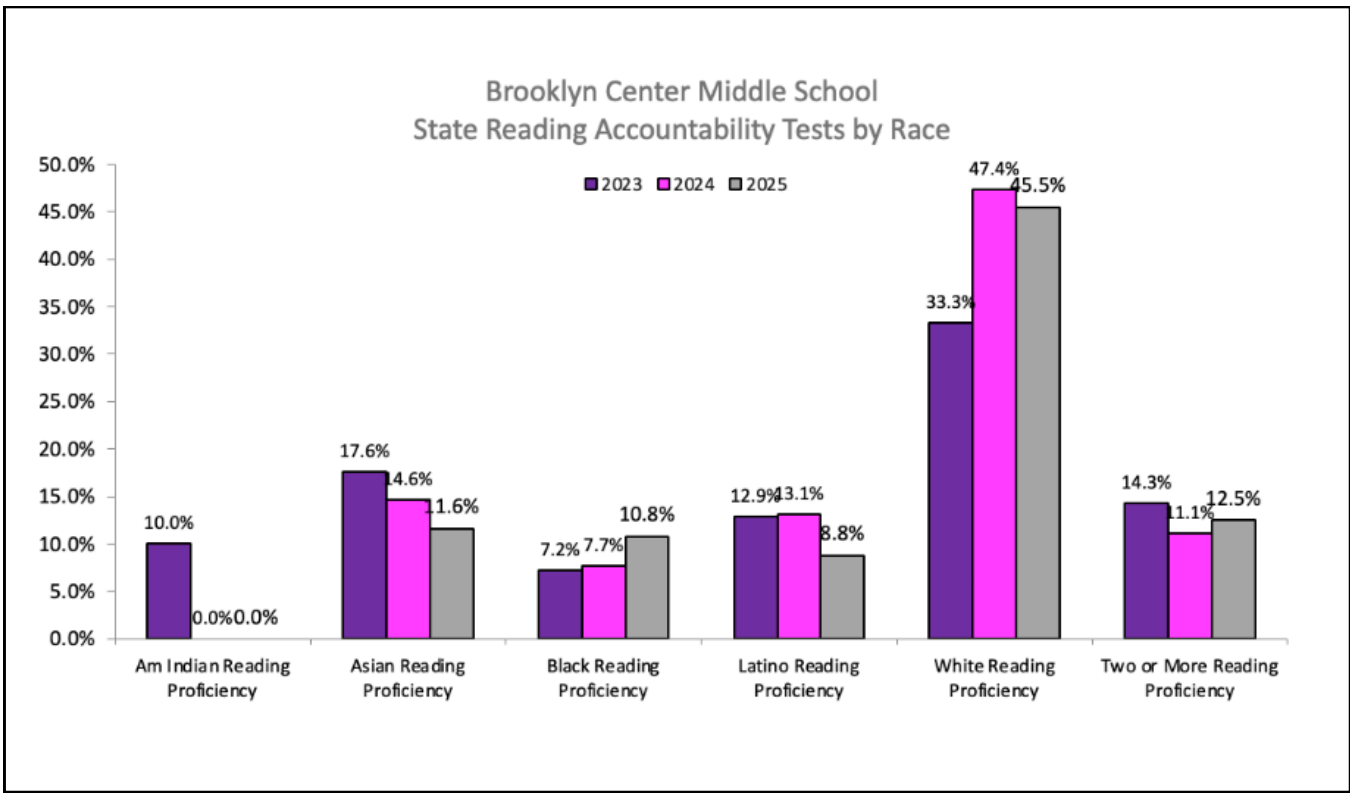
BROOKLYN CENTER ELEMENTARY SCHOOL STEAM



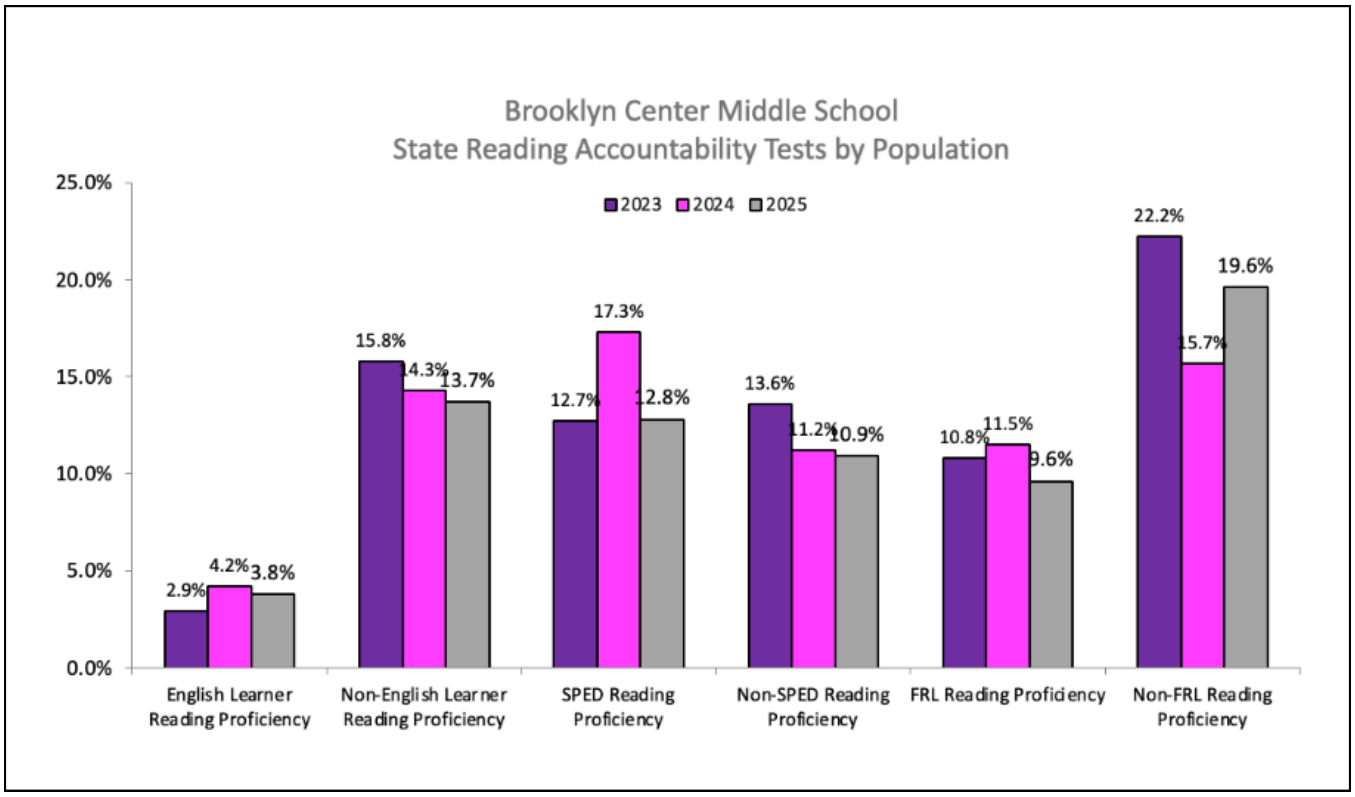


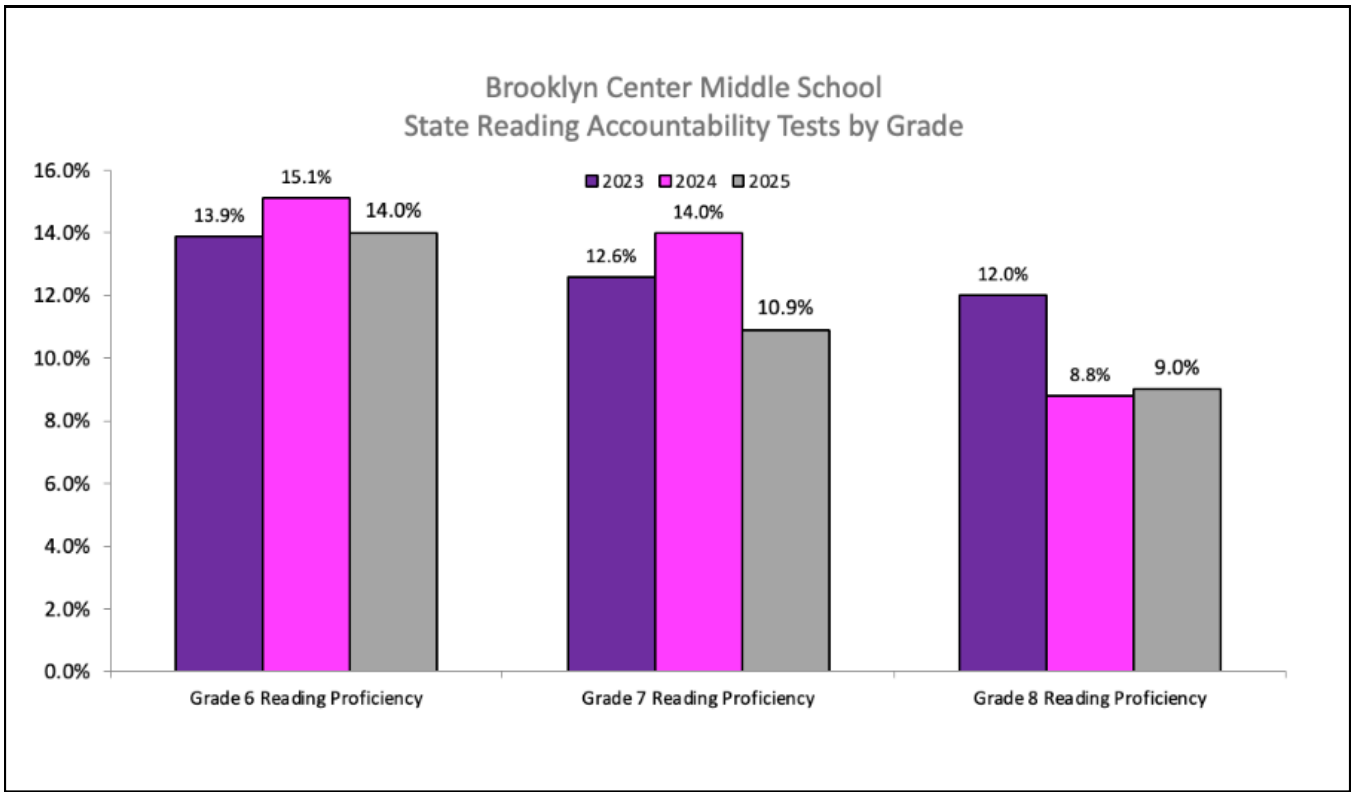
BC BROOKLYN CENTER MIDDLE SCHOOL STEAM



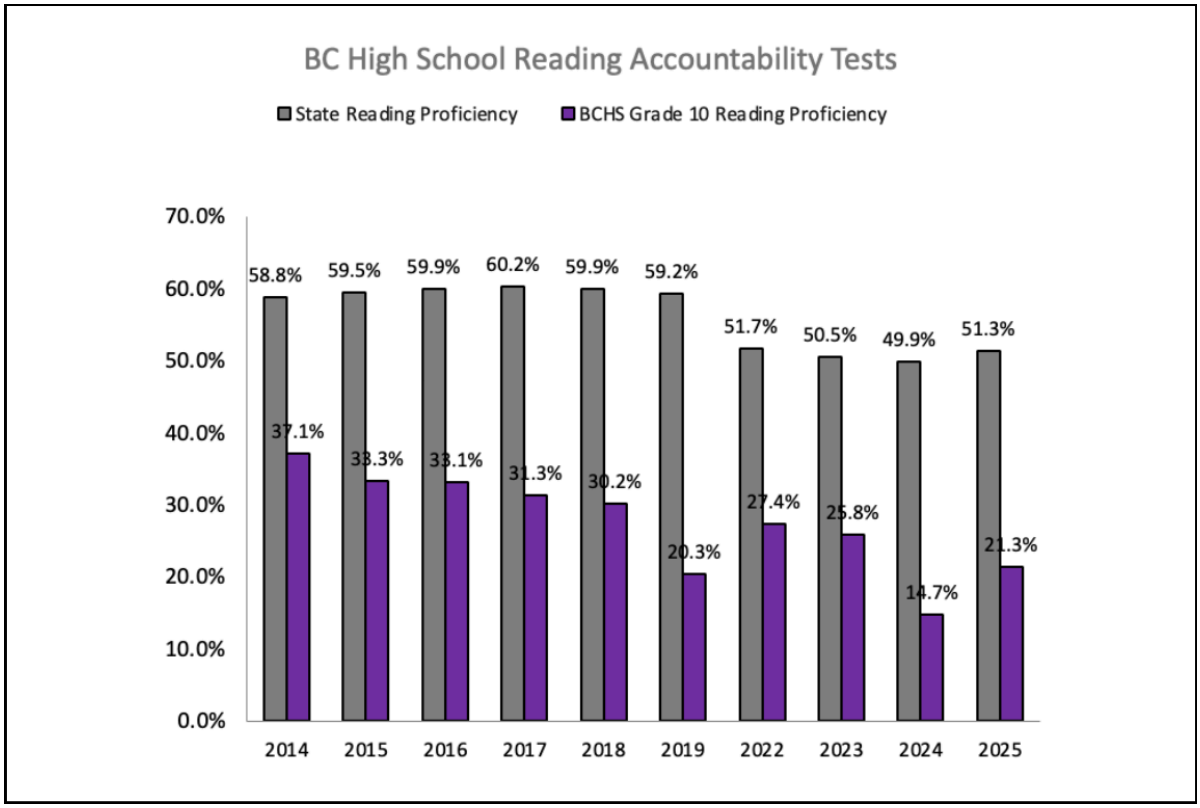


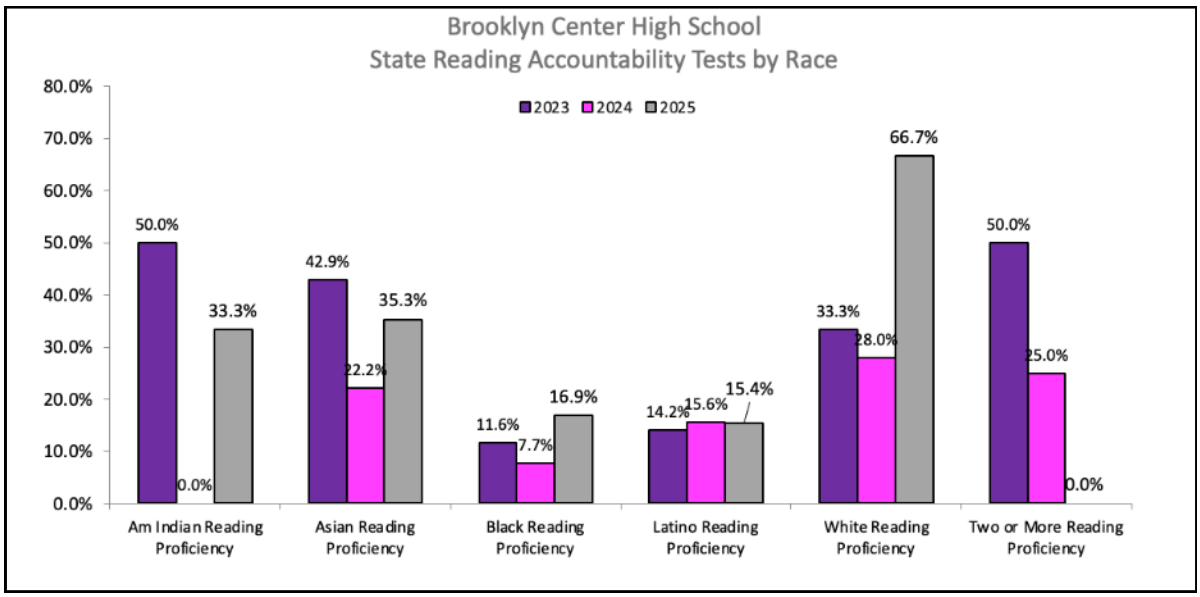
BC BROOKLYN CENTER MIDDLE SCHOOL STEAM

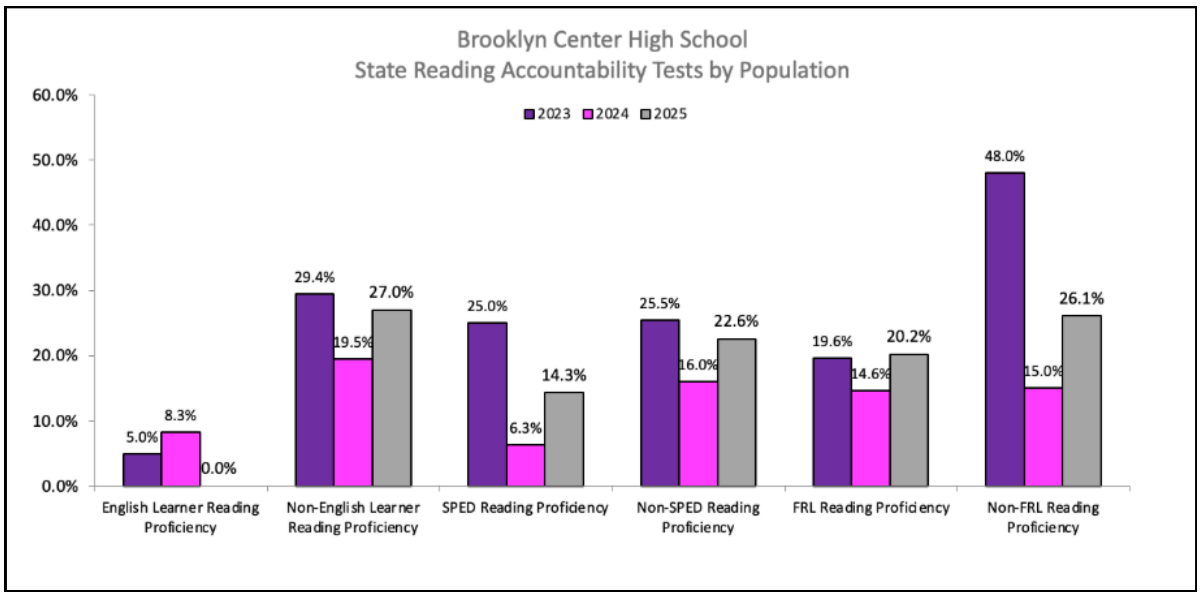




BC BROOKLYN CENTER HIGH SCHOOL STEAM



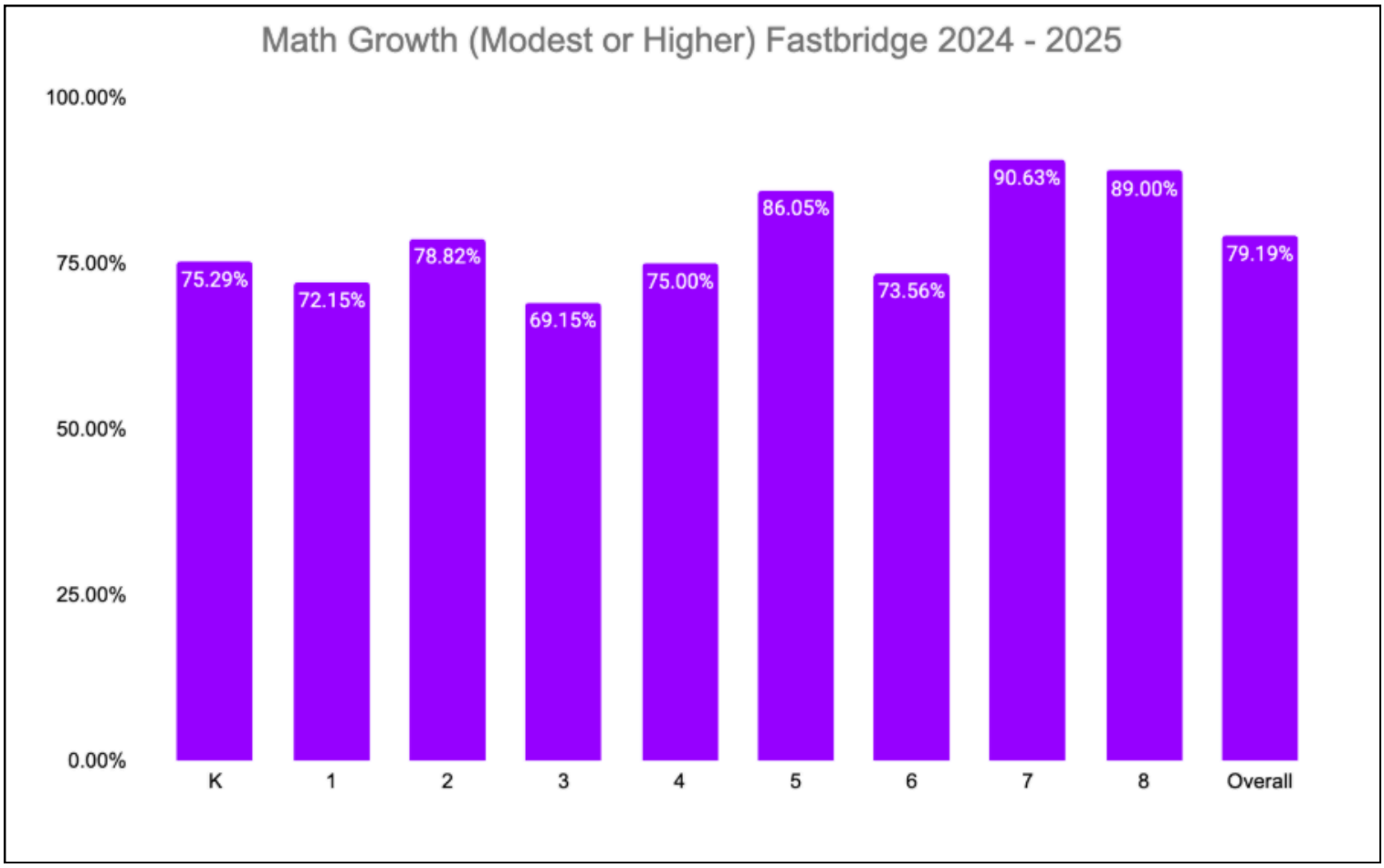




GROWTH RESULTS

MATH

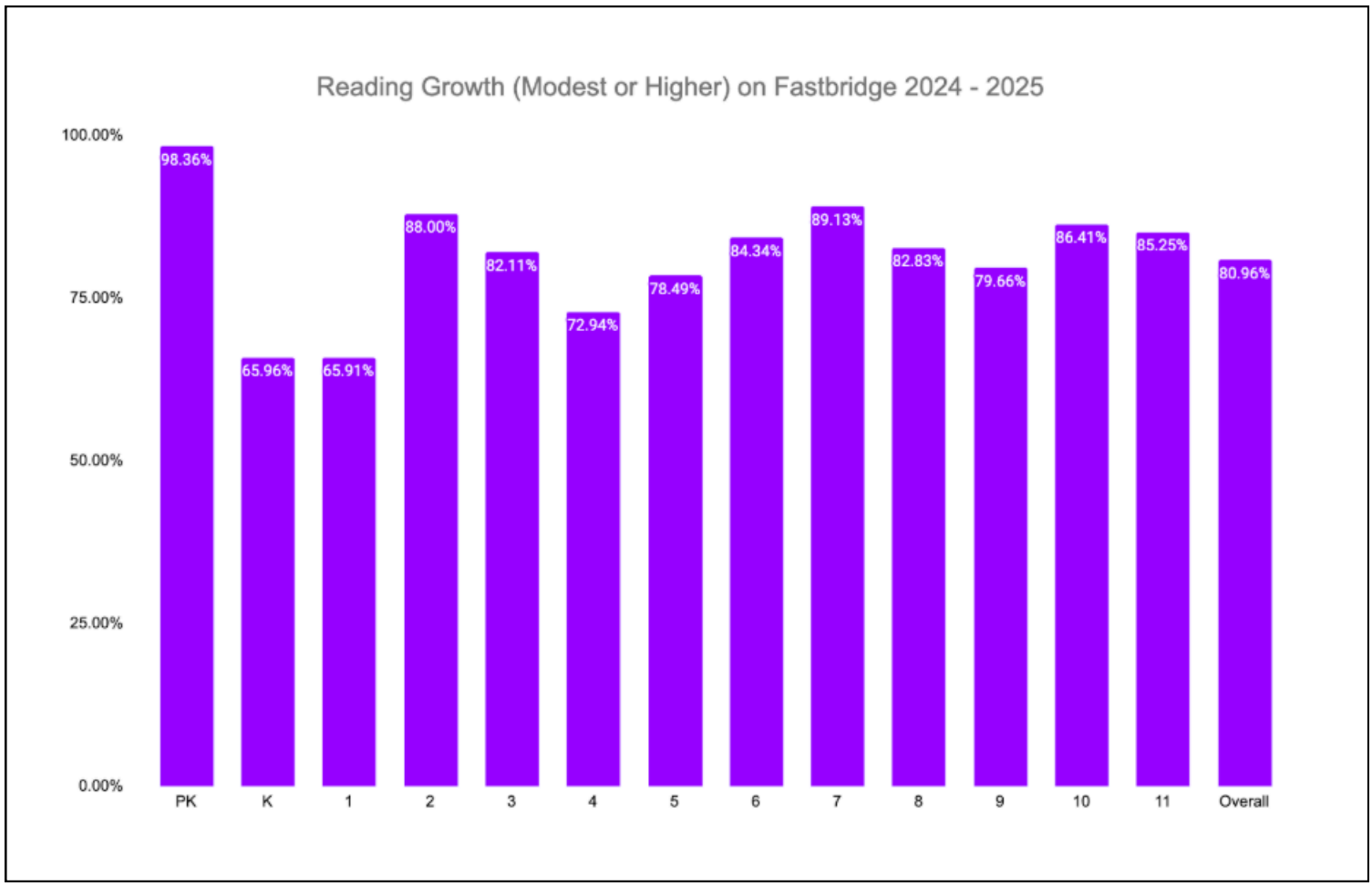
79.2% of students achieved modest or higher growth in math in 2024 - 2025, which is up 3.09% from the prior year. The middle school had the greatest growth in math, averaging 84.81%, with the highest performance in 7th grade at 90.63% and 8th grade at 89.0%. Elementary averaged 76.04% growth, with the highest performance in grade 5 at 86.5, and the lowest performance in grade 3 at 69.15%.



GROWTH RESULTS

READING

80.96% of students across all grade levels achieved modest or higher growth in reading in the 2024 - 2025 school year, which is up 10.86% from the prior year. Our highest gains in reading growth were at the secondary (averaging 84.35% across grades 6 - 11), with the highest overall grade performance in grade 7 at 89.13%. The elementary Reading growth average was 77.66% with the highest growth in PreK (98.36%) and 2nd grade (88.0%). Our lowest growth scores were in grade K (65.96%) and 1 ((65.91%).



LOCAL LITERACY PLAN 25-26

The BCCS Local Literacy Plan focuses on staff development, Multi-Tiered Systems of Support (MTSS), assessment, and family engagement to accelerate literacy learning and ensure all students are reading at or above grade level every year and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. A comprehensive data review and literacy needs assessment was conducted by district and school leadership.



- Preliminary annual MCA reading assessment results for 3rd grade indicated that 6% of 3rd grade students met or exceeded standards for 2025.
- District reading benchmark data showed 26% of 3rd grade students at Brooklyn Center Elementary School were at or above grade level proficiency in reading as measured against national norms.
- Growth data on multiple assessments further indicates achievement gaps with higher performance rates for white students compared to all other subgroups (Black, Hispanic, Asian, English Learners, Free/reduced lunch, and Special Education). As a result of student achievement measures and data obtained through the review, our goal is for all students to demonstrate the equivalent of 1 year's expected growth from fall to spring as measured by FastBridge earlyReading English and CBMR-English.

The following objectives are the focus of our 2025-26 work to support the achievement of our goal:

- Improve teacher confidence in the delivery of structured literacy instruction and evidenced based interventions for students not responding as anticipated to grade level instruction by providing middle school, ML Educators & Special Education staff who provide reading instruction, with training through the Center for Applied Research and Educational Improvement Advancing Language & Literacy (CARIEALL)
- Continued support with year 2 implementation of knowledge building curriculum Wit & Wisdom in grades K-5 with focus on delivery of full instructional model including writing instruction
- Implementation of foundational literacy curriculum Functional Phonics and Functional Morphology with fidelity through targeted instruction based on student need and grade level
- Expansion of a the successful special education resource instructional model.
- Increase focus on the MML instructional model
- Continue to improve family communication through notification of reading proficiency level, notification of reading interventions, strategies for parents and caregivers on how to support literacy development at home

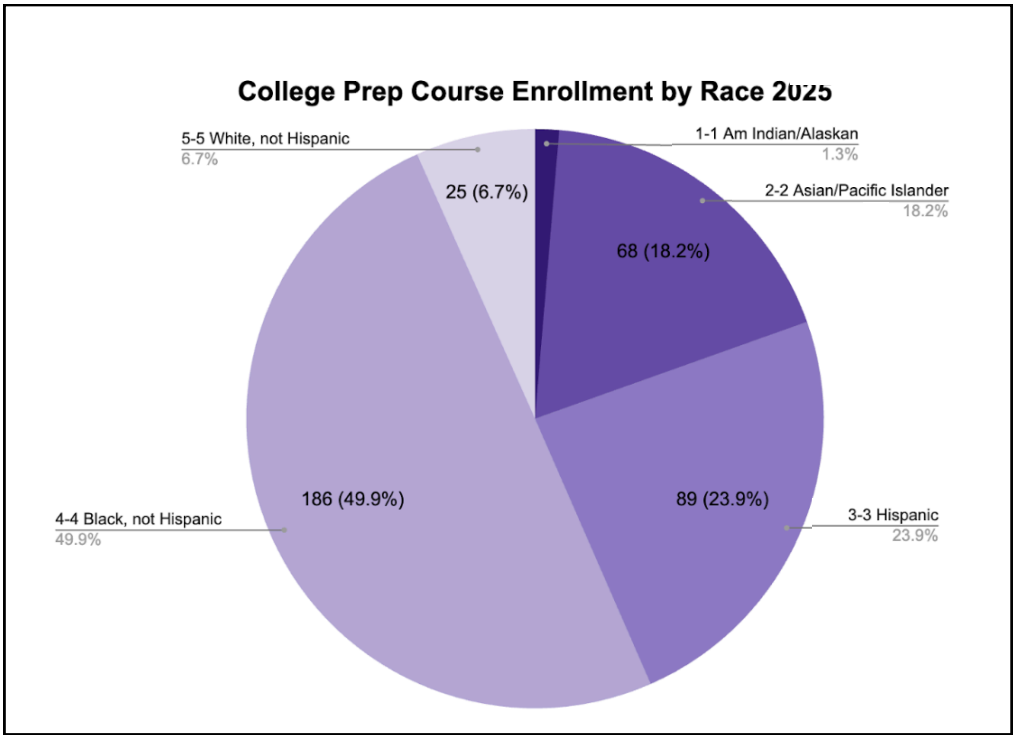


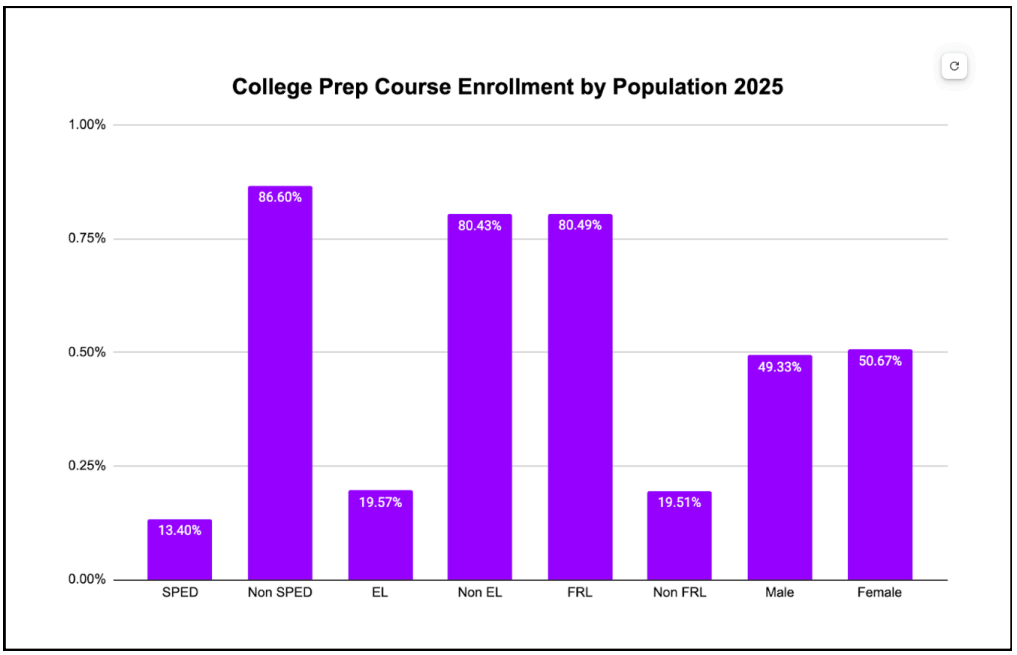
To read the full BC Local Literacy Plan, visit https://www.bccs286.org/our-district/academics/curriculum or scan the QR code above.

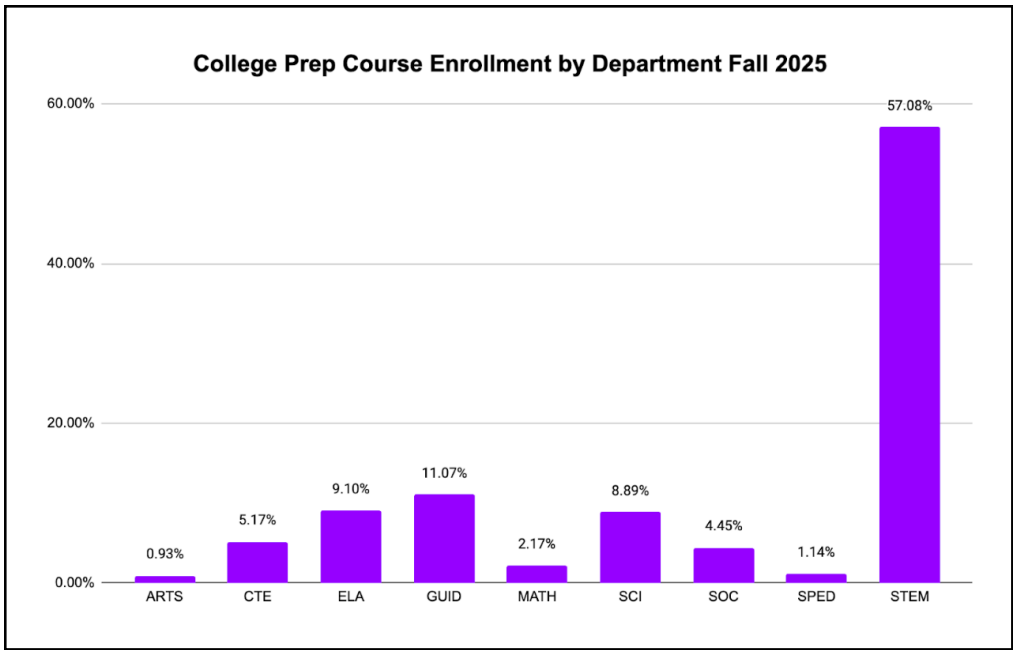
COLLEGE READINESS

COLLEGE PREPARATORY COURSE ENROLLMENT

71.1% of our students are enrolled to take a college-preparatory course in the fall of 2025. The percent of students taking a college prep course well-matches our student demographic population.



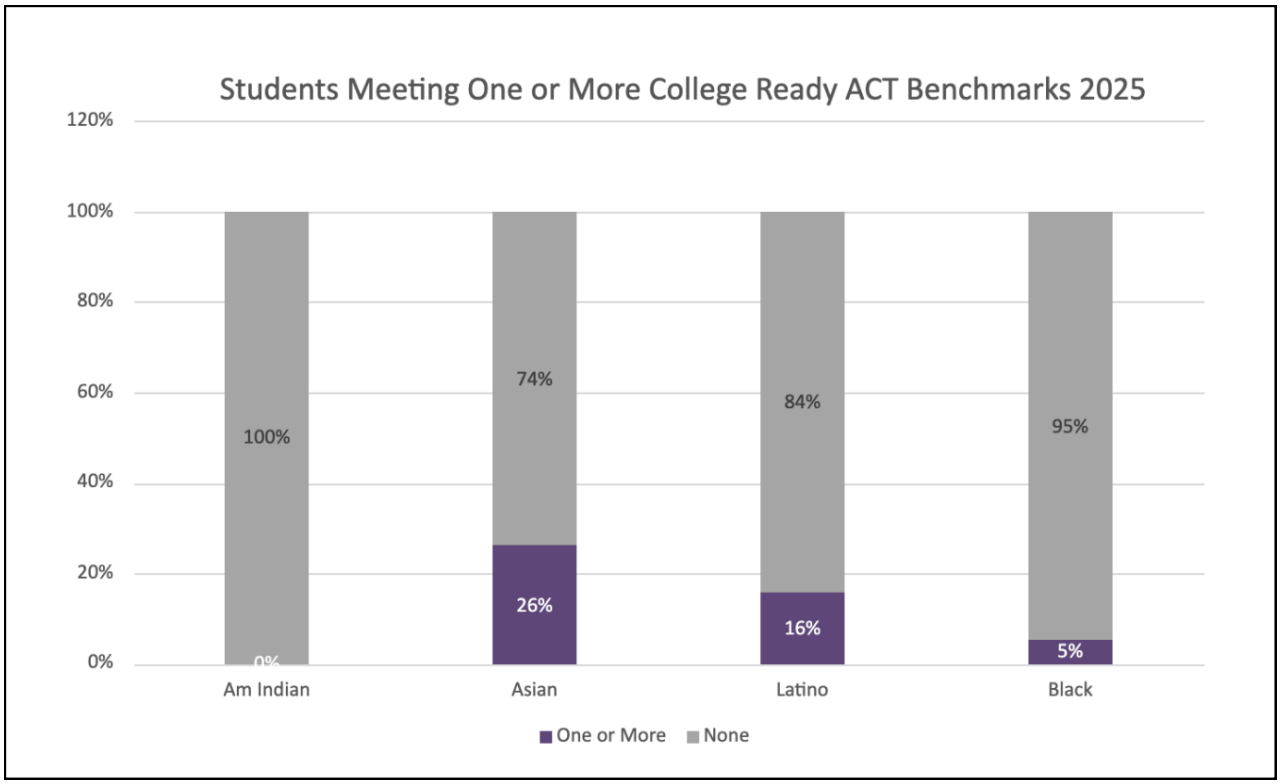


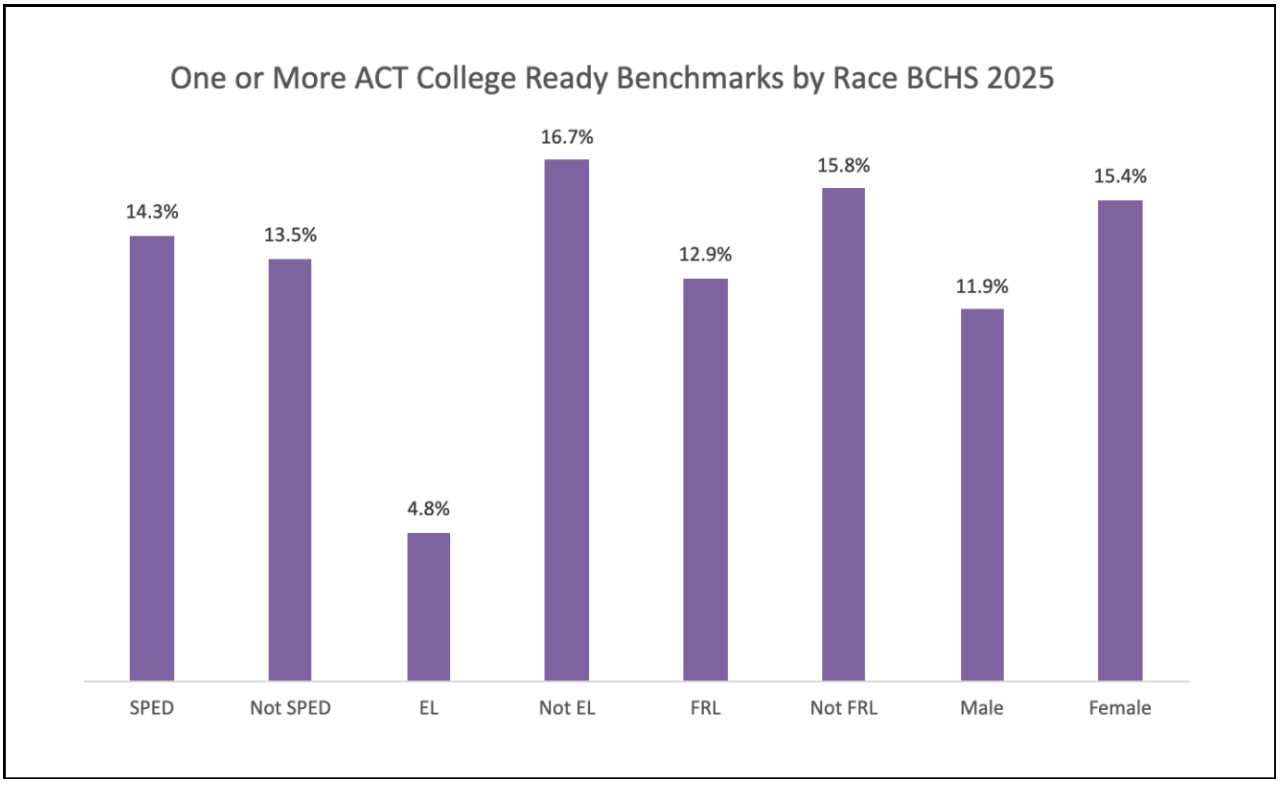


COLLEGE READINESS

ACT

13.2% of students taking the ACT met one or more college ready benchmarks. The demographics of students taking the test generally matches our student overall demographics. Our highest performance was in the Asian population with 26%. No white students took the ACT in 2024 - 2025.





TRADES READINESS

173 BCHS students participated in either a trades program, an internship, a career certification program, or post-secondary education programming in 2024 - 2025. This is our highest program participation in programs of these kinds in the past decade.

BCS Trades Pathway Participation: 2024–2025

- Genesys Works: 5
- Finishing Trades Internship: 24
- GPS: 3
- Minnesota Trades Academy: 3
- Brooklynk Internship: 10
- Certified Nursing Assistant Training Program: 32
- High School Upward Bound Program: 19
- IT Certification: 12 students
- EMT Program through HTC: 1 student
- JXTA Internship in the arts- 1
- M-ASCEND Cancer Research Program: 8 students
- Summer M-ASCEND Internship: 2 students
- Lake Street Works: 1 student
- Other PSEO for trades: 52



BCCS

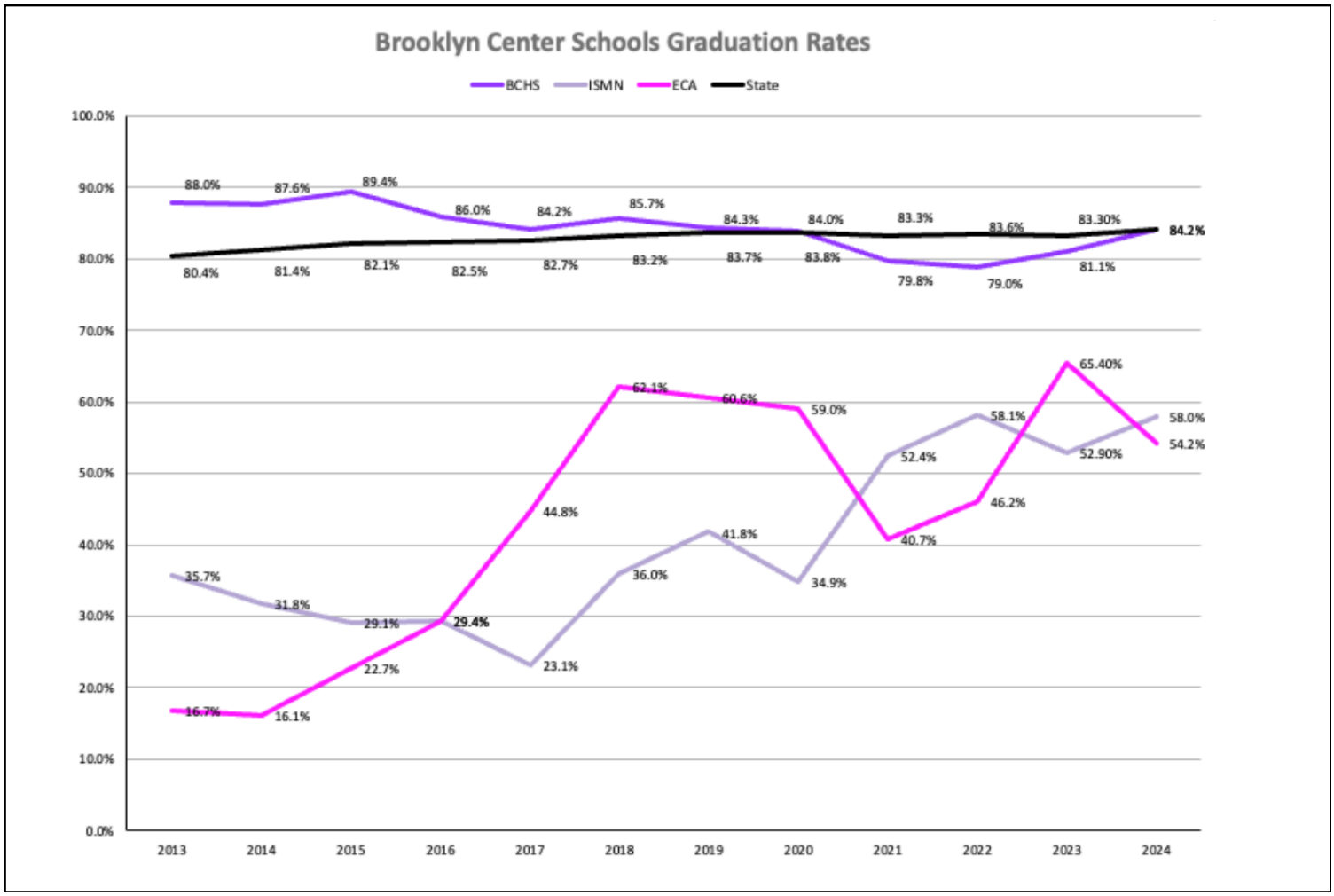




ING MATH ARTS TECHNOL
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2024 GRADUATION RATES

In 2024, Brooklyn Center High School fully rebounded from pandemic-era graduation rates, and is now exactly matching the state average graduation rate.

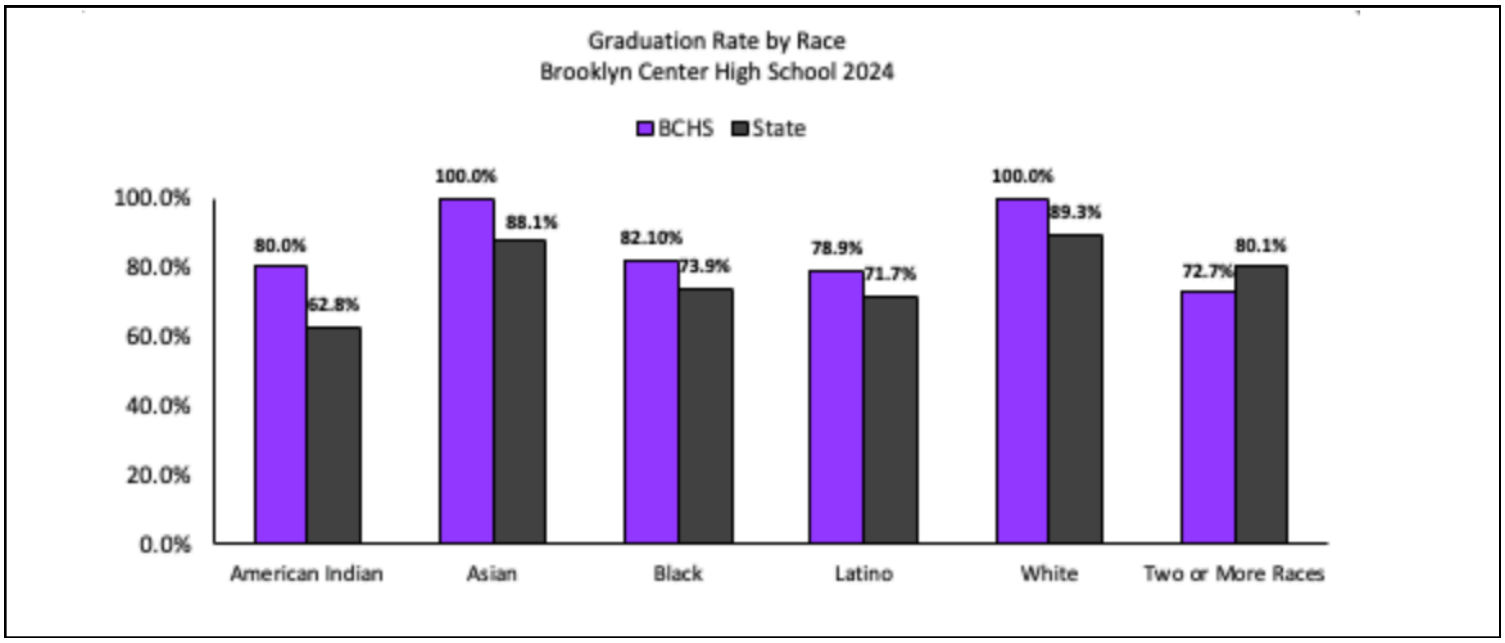


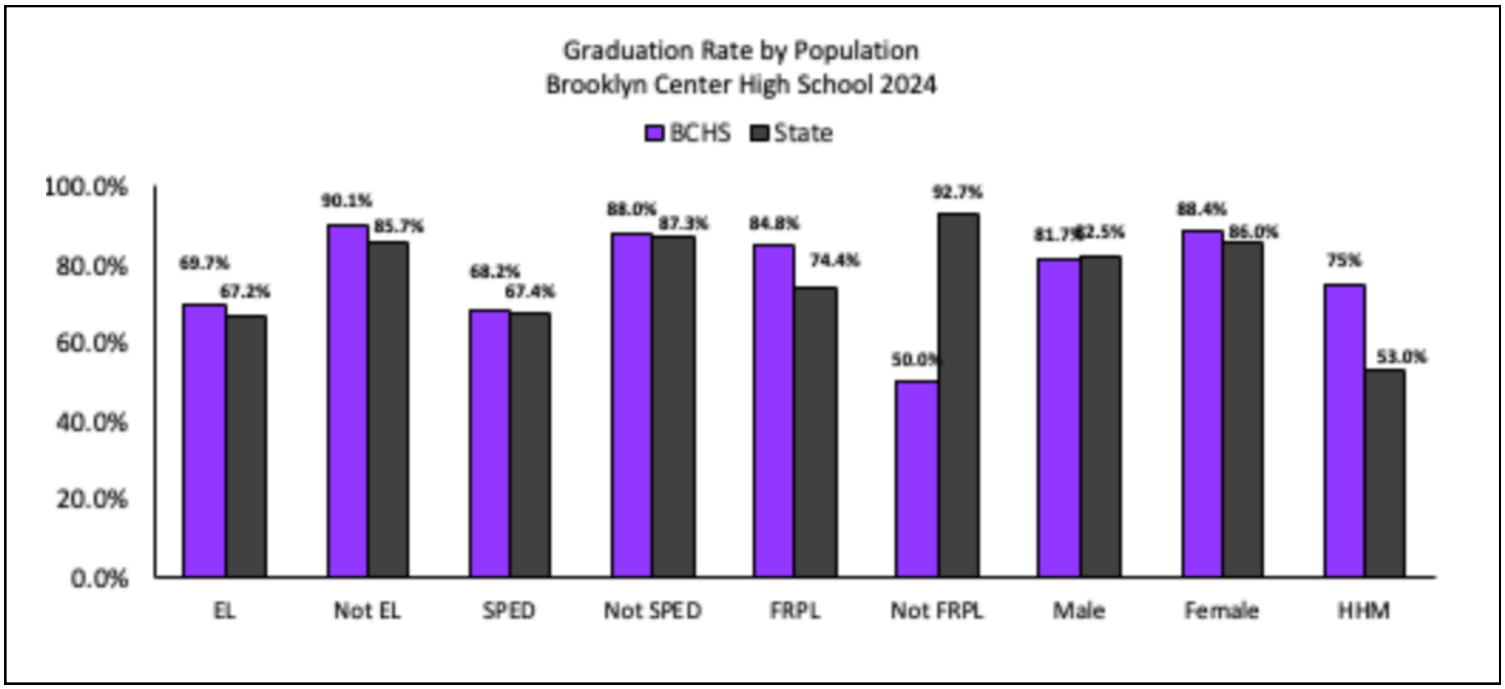
BROOKLYN CENTER HIGH SCHOOL

Brooklyn Center High School saw a decrease in high school graduation rates during the pandemic years of 2020 - 2023, falling below the state average for the first time in many years, but has now rebounded to the state average. In the 2023 - 2024 school year, BCHS (84.2%) was 5.2% higher than the pandemic graduation rate in SY2022, and was precisely matching the state average of 84.2%. Asian and White populations were at 100%, and American Indian and Black populations also met the district goal of 80% or higher. Particularly exciting was the increase in the graduation rate for our Homeless and Highly Mobile students, up to 75.0% which is 22.0% higher than the state average for that category. Our lowest graduation rate, ironically, was for students not participating in Free and Reduced Lunch at 50% (there were only 2 students in this category and one graduated).

Brooklyn Center High School out-performed the state average in the following populations:

- American Indian: 17.2% higher than the state average
- Asian: 11.9% higher than the state average
- Black: 8.2% higher than the state average
- Latino: 7.2% higher than the state average
- White: 10.7% higher than the state average
- English Learners: 2.5% higher than the state average
- Special Education: 0.8% higher than the state average
- Free and Reduced Lunch: 10.4% higher than the state average
- Female: 2.4% higher than the state average
- Homeless: 22.0% higher than the state average

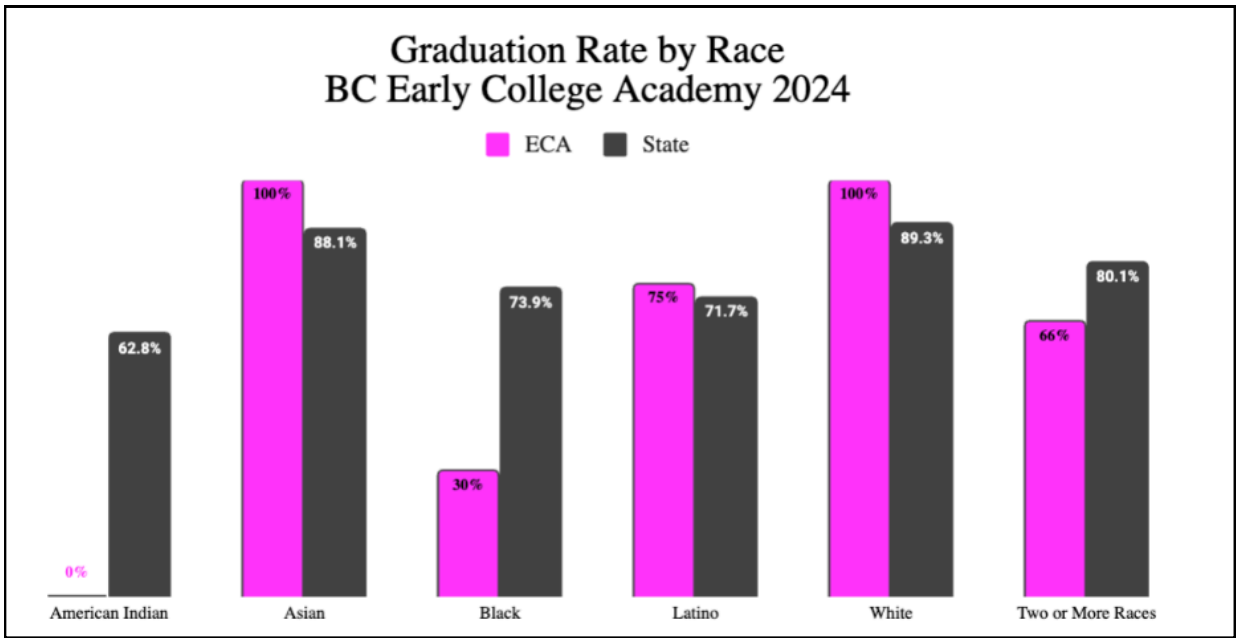


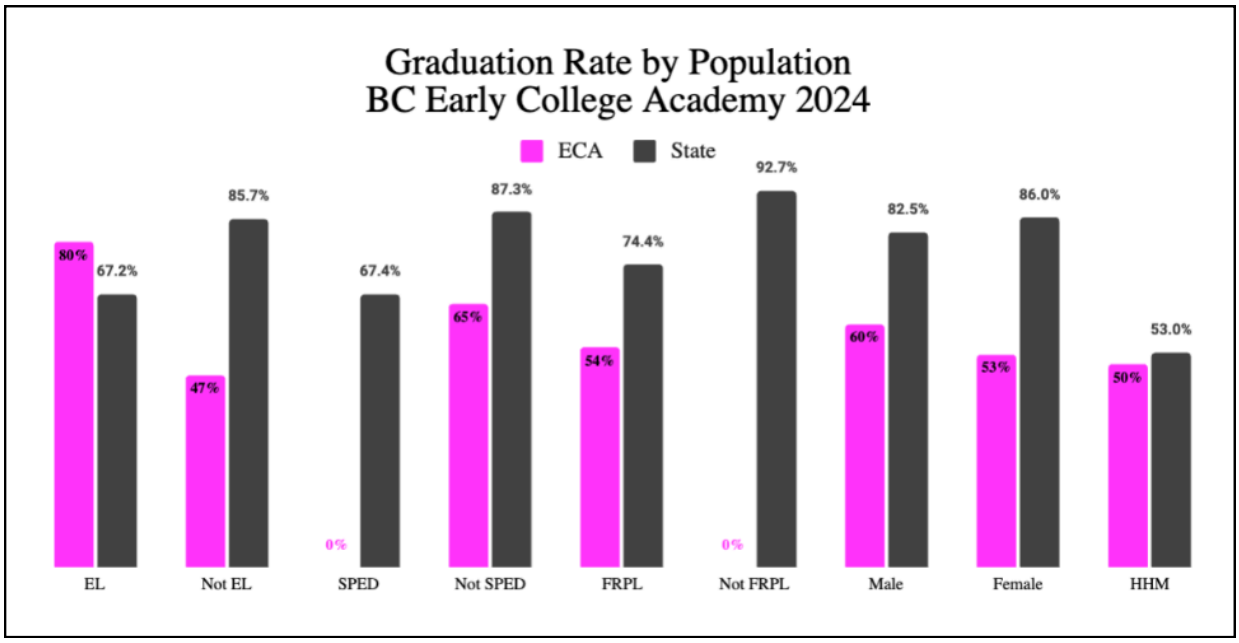


BROOKLYN CENTER EARLY COLLEGE ACADEMY

The graduation data from our two alternative and online high schools shows significant growth over the past decade. Brooklyn Center Early College Academy was down 11.2% from the all-time high 4-year graduation rate last year, but still up 8% from two years ago in 2022. Even as an alternative school, the ECA scored above the state average in the following graduation categories in 2023:

- Asian: 11.9% higher than the state average
- Latino: 3.3% higher than the state average
- White: 10.7% higher than the state average
- English Learners: 12.8% higher than the state average

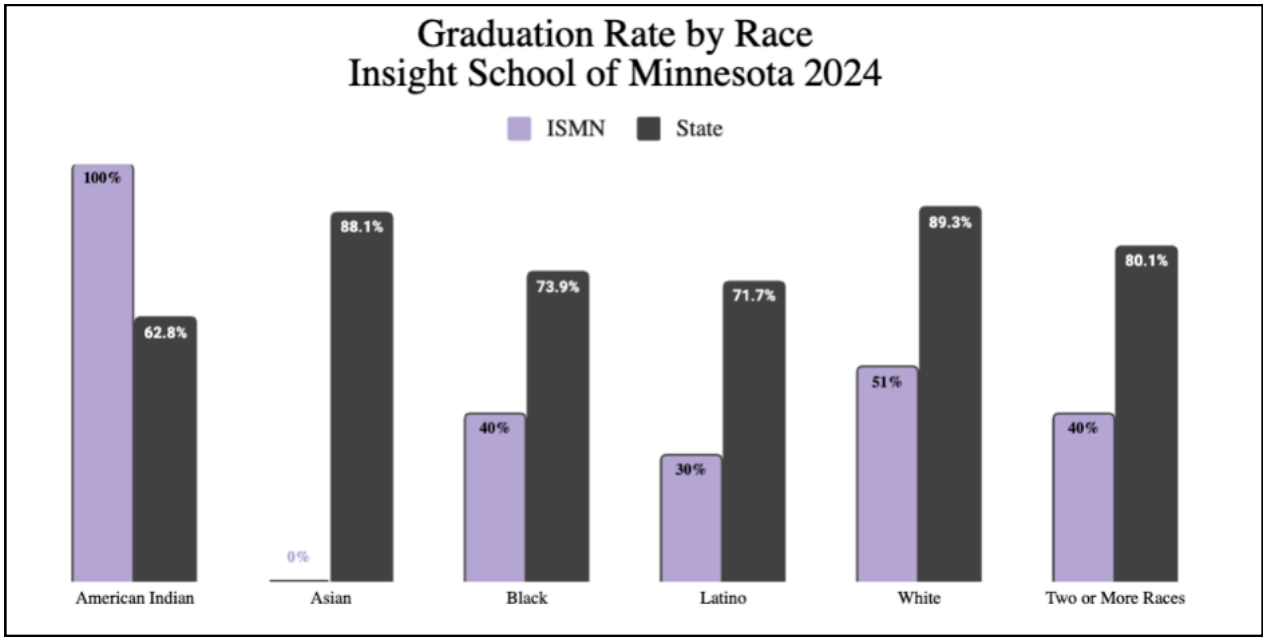


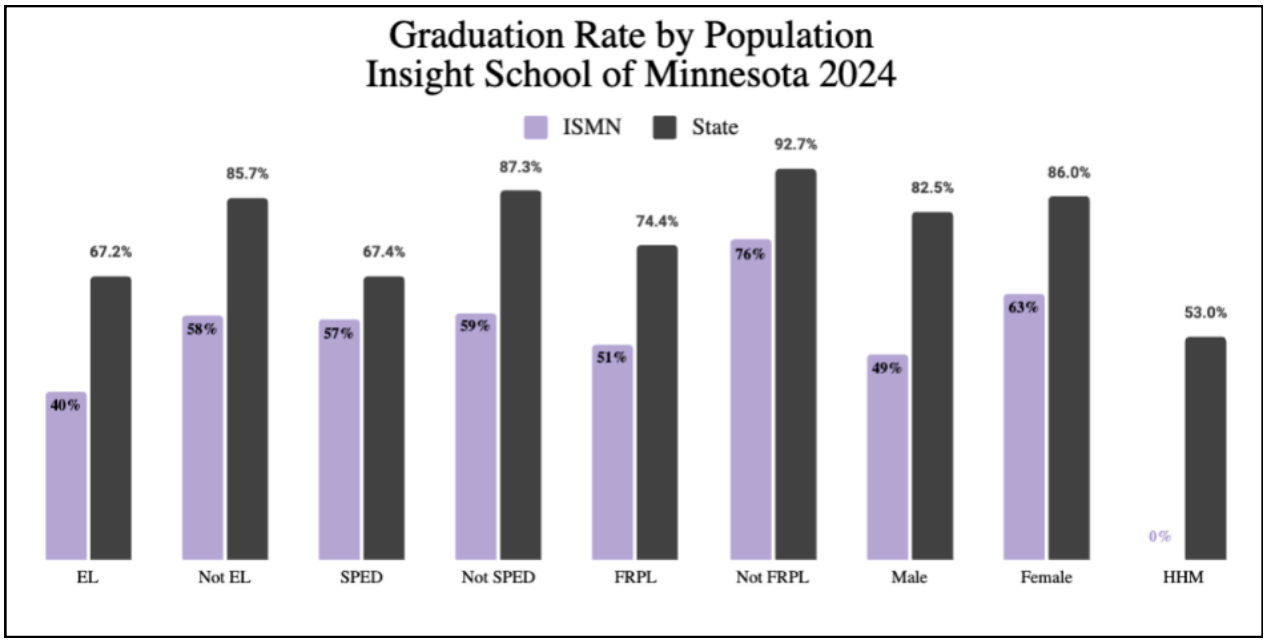


Please note: No students at BC Early College Academy class of 2024 were identified as not FRPL.

INSIGHT ONLINE SCHOOL OF MINNESOTA

Insight School of Minnesota has had its highest 4-year graduation rates the past four years, maintaining above a 52% graduation rate all three years, with a 58.0% graduation rate in 2024, and outperforming the state average for American Indian students by 37.2%. Both BC Early College Academy and Insight School of Minnesota are alternative schools, and many students enter behind on credits needed for graduation. The four-year graduation rate for these two schools provides an incomplete picture of graduation, since additional students graduated with a 5-, 6-, or 7-year graduation timeframe.





Please note: No students in the class of 2024 at ISMN were identified as HHM.

CREATING LIFE LONG LEARNERS

Brooklyn Center Community Schools is preparing each student so they have a post-secondary plan completed before graduation. Last year, students completed a program review and needs assessment. Based on individual assessments, Tier 1, 2, and 3 interventions (established through MTSS) took place with the guidance staff and college and career readiness team in the following areas:

STUDENT AGENCY

- Students built relationships by establishing and maintaining relational capacity with others and activate a physical and digital network of support for current and future success.
- Students persisted through obstacles by monitoring progress toward long-term goals and aspirations, seeking help and feedback when necessary, and developing a strong student voice to self-advocate.
- Students activated knowledge and skills by creating a strong sense of self-identity by connecting with one's emotions, thoughts and values; developing and activating leadership traits and behaviors; thinking critically, behaving safely, and participating responsibly in the digital world.

OPPORTUNITY KNOWLEDGE

- Students advanced college preparedness by exploring education and college path based on personal strengths, skills, and interests; exploring college admission requirements, including financing, testing, and application; planning education and college path based on personal goals.
- Students built career preparedness by building awareness of personal fit related to career readiness and selection; planning education and career path based on personal goals.
- Student developed future readiness by developing personal financial literacy to make appropriate financial choices and developing a professional profile and monitor digital footprints.

RIGOROUS ACADEMIC PREPAREDNESS

- Rigorous academic preparedness for all students was established in a strategic MTSS framework of college and career readiness programming that ensures all students equitable access to tier 1 post-secondary exploration and planning. Effectiveness of these strategies was shown in analysis of practices and revision of plan as needed.

As we begin our implementation plan this year, our goals are as follows:

- **85% of students will create a Xello account**
- **85% of 9th grade students will have a post-secondary plan in place by the end of the year**
- **Increase the number of students served in the three areas above.**

We will measure our success by the positive pacing and distribution of lessons through the instructional schedule as well as student work product resulting from the lessons.

2025-2026
STRATEGIC PLAN DIRECTION

GOAL #1

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

- We will build out our comprehensive student management framework to prioritize community healing
- We will embed restorative practices into instructional practices, student interactions, conflict resolution, and community building.
- We will identify and eliminate discriminatory patterns in our system to ensure justice-centered approaches serve all students equitably.

GOAL #2

We will 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.
- We will record at least 88% of students showing "modest, typical, or aggressive growth" from fall testing to spring testing.
- We will strengthen collective educator agency through effective MnMTSS implementation.

GOAL #3

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

- We will institute a guide to the roles and responsibilities of staff groups across the district to ensure consistent messaging as well as reduce pain points and confusion amongst staff throughout the year.
- We will offer various and intentional opportunities for fellowship and community building at and across sites.
- We will develop protocols focused on honesty and the interruption of negative patterns to be modeled by leadership and encouraged for staff use toward the purpose of building trust and disrupting unhealthy patterns.
- We will have all district leadership complete a healing-centered professional development to ensure district spaces are consciously and consistently centered around healing.
- We will offer applicable and relevant professional development for all staff groups as well as enhance the personal goal and growth development review process for all staff to ensure meaning-making throughout the year at every level.
- We will make our staff intranet, district communications, and resources readily available, accessible, and representative to all staff groups.

To view the full SY26 Strategic Plan Report, please visit www.bccs286.org/our-district/strategic-plan

CONCLUSION

As we move forward into the 2025-2026 school year, Brooklyn Center Community Schools remains committed to advancing our strategic priorities through the development and implementation of a robust MnMTSS framework, the strengthening of Tier 1 instruction, and the expansion of equitable supports that meet the academic and social-emotional needs of every student. Our focus on reducing flat growth and increasing the percentage of students making aggressive gains is essential to closing opportunity gaps and improving proficiency rates over time.

We are guided by the voices of our students and families and remain committed to growing as a justice-centered community that uplifts those who have been historically marginalized. This means building systems that are anti-oppressive, fostering trust and healing, and ensuring that communication and decision-making processes are transparent and inclusive. While we celebrate immediate progress, we recognize that this work is a journey that requires ongoing commitment, reflection, and adaptation.





