

SY26 END OF YEAR STRATEGIC PLAN REPORT

DR. CARLY BAKER, SUPERINTENDENT



**BROOKLYN
CENTER
COMMUNITY
SCHOOLS**

JUNE 2026

SUPERINTENDENT'S OPENING MESSAGE

This report provides an in-depth look at the strategic plan work accomplished during the 2025-2026 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.

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. 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 continue the work towards our aspirational mission to become a justice-centered school community who fuels the unique genius of each student.

Sincerely,



Dr. Carly Baker, Superintendent

Our 2025-2026 goals were to:

Build out our comprehensive student management framework to prioritize community healing through:

- Implementing the MTSS tiered support system
- Creating a student management manual
- Ensuring all student management practices demonstrate care while maintaining high structure
- Integrating data systems for comprehensive tracking of interventions, supports, and relationship-building activities

Throughout the year, student supports were aligned to MTSS practices through collaboration with school sites, social-emotional learning educators, social workers, and academic teams. Interventions were developed and implemented across Tier 1, Tier 2, and individualized support levels, with restorative practices and social-emotional learning integrated into intervention planning. A significant focus was placed on ensuring interventions were equitable, inclusive, and responsive to student needs.

Our Behavior Response Manual, our student management model, was updated and rolled out to site administrators in Fall of 2025. This emphasized relationship-building, inclusion, community trust, and restorative responses while maintaining clear expectations and structures.

Our data tracking system Panorama was utilized this year to track interventions, supports, and relationship-building activities. From our identified areas of improvement in data collection, we plan to transition to NextPath to establish consistent data tracking practices across teams and sites.

RESTORATIVE PRACTICES

Our 2025-2026 goals were to:

Embed restorative practices into instructional practices, student interactions, conflict resolution, and community building by:

- Implementing proactive circles and restorative instructional practices
- Developing consistent restorative response protocols across all sites
- Providing healing-centered and restorative practices training to all staff
- Establishing or growing Student Restorative Practice Teams at all sites

Restorative practices were embedded into classroom instruction and daily routines across BCE and ECA. Staff were supported in utilizing restorative practices within existing curriculum and instructional frameworks, helping students make meaningful connections between social-emotional learning and academic content.

Professional development opportunities were provided by the district throughout the year with training focused on grounding classrooms in restorative practices, effectively facilitating morning meetings, increasing classroom accessibility and belonging, proactively supporting students through challenging events, and strengthening foundational restorative teaching practices. These trainings emphasized responding to students' current social-emotional needs to support future academic growth. We also offered multiple staff training sessions related to our Fueling Unique Genius Quadrants on how to balance high structure with high warmth to create optimal spaces for student learning and growth.

The ECA Student Restorative Practices Team participated in experiences of the restoration process with their peers and made intentional connections with BCE classrooms this spring. This team will be used as a model to create a BCS team and BCE team in the coming school year.

Identify and eliminate discriminatory patterns in our system to ensure justice-centered approaches serve all students equitably by:

- Conducting a comprehensive equity audit to identify areas of growth
- Establishing Bias Interruption Protocols
- Creating observation and feedback systems to ensure student management practices are culturally sustaining and community-responsive
- Including student and family representatives in all equity policy development

Student interventions, support plans, and school responses were reviewed through a lens of inclusion and equitable access to support. Ongoing collaboration between departments, social workers, SEL educators, and site teams provided opportunities for feedback and reflection regarding student supports and restorative practices.

Due to operational shifts over the winter in the district's response to Operation Metro Surge, the development of our Bias Interruption Protocols was delayed. As we prepare for next year, we will intentionally create space for student and family voice to be part of the equity policy development and review process.

Our 2025-2026 goals were to:

Record less than 12% of students showing “flat growth” from fall testing to spring testing by deepening culturally sustaining, evidence-based, standards-aligned instruction across all classrooms.

Record at least 88% of students showing “modest, typical, or aggressive growth” from fall testing to spring testing and see a 3.5% improvement in math and reading proficiency by:

- Continuing the implementation of the Science of Reading training and coaching for PreK-5 staff
- Providing all special education assistants with Science of Reading professional development tailored to their roles
- Expanding middle school instructional programming to include more robust intensive reading intervention services through ADSIS

Strengthen collective educator agency through effective MnMTSS implementation by:

- Continuing to establish clear MnMTSS team structures and meeting protocols,
- Providing targeted professional development for staff on MnMTSS practices,
- Utilizing MnMTSS implementation as a vehicle for staff to reflect on instructional practices to support student growth

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.

Birth through Grade 5 staff continued the implementation of the Science of Reading training and coaching, Special Education Assistants received their role-specific Science of Reading professional development, and Tier 2 academic interventions through ADSIS services are fully implemented across sites with strong fidelity and progress monitoring data.

The district spent dedicated time to growing Tier 1, 2, and 3 interventions aimed at ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student. Tier 1 Instruction Walkthroughs indicate increased fidelity to core curriculum, engaging instructional practices, strong collaboration across teams, and application of instructional coaching feedback. The MnMTSS work has expanded at our site leadership levels with strong implementation of MnMTSS structures within their programs. The district-wide team has also worked throughout the year with COMPASS to develop a comprehensive attendance support plan to implement next year.

COMBINED READING & MATH - DISTRICT WIDE BY SCHOOL

School	1. Flat	2. Modest	3. Typical	4. Aggressive	M+T+A Growth
BCE	22.99%	33.83%	26.17%	17.01%	77.01%
BCS	15.28%	33.12%	34.66%	16.94%	84.72%
Early Learning	1.22%	7.32%	28.05%	63.41%	98.78%
ISMN	19.70%	15.76%	17.24%	47.29%	80.30%
Grand Total	19.03%	30.83%	28.49%	21.65%	80.97%

While BCCS slightly reduced overall flat growth from 19.76% of students showing flat growth during the 24-25 school year to 19.03% of students showing flat growth during the 25-26 school year, we did not meet our goal of recording less than 12% of students showing “flat growth” from fall testing to spring testing.

As a district, BCCS fell 7.03% short of our growth goal of recording 88% of students showing “modest, typical, or aggressive growth” from fall testing to spring testing. However, students in PreK, Grade 5, and Grade 9 exceeded the growth goal in reading, math, or both.

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:

COMBINED READING & MATH - DISTRICT WIDE BY GRADE LEVEL					
Grade	1. Flat	2. Modest	3. Typical	4. Aggressive	M+T+A Growth
1	21.61%	36.18%	26.13%	16.08%	78.39%
2	17.28%	20.37%	26.54%	35.80%	82.72%
3	30.59%	36.47%	22.35%	10.59%	69.41%
4	15.31%	36.73%	30.10%	17.86%	84.69%
5	9.64%	33.13%	39.76%	17.47%	90.36%
6	16.85%	35.96%	36.52%	10.67%	83.15%
7	19.80%	44.67%	29.95%	5.58%	80.20%
8	17.00%	31.50%	31.00%	20.50%	83.00%
9	9.52%	16.67%	26.98%	46.83%	90.48%
10	15.54%	22.30%	29.73%	32.43%	84.46%
11	15.79%	15.79%	30.83%	37.59%	84.21%
K	43.50%	38.42%	12.43%	5.65%	56.50%
PK	1.22%	7.32%	28.05%	63.41%	98.78%
Grand Total	19.03%	30.83%	28.49%	21.65%	80.97%

- 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.

Our 2025-2026 goals were to:

- 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.

Our roles and responsibilities guide and staff directory to staff groups was published and rolled out in September 2025. This product is available on the staff intranet and helps ensure consistent messaging as well as reduce point or confusion amongst staff throughout the year. Upon its rollout, we averaged 79 visits per week with staff members spending an average of 1 minute and 40 seconds utilizing the page.

This year, we have offered various and intentional opportunities for fellowship and community building across sites include but not limited to open circle spaces, group wellbeing sessions, stakeholder engagement for school improvement and budgeting, and spaces for deeper and sustained cross-site fellowship.

Due to operational shifts over the winter in the district's response to Operation Metro Surge, the development of protocols focused on honesty and interruption of negative patterns through the Clear & Care protocols were shifted into sustained practices of healing and circle spaces. For example, Brooklyn Center Elementary instituted Monday Gathering Circles, Friday Gathering Circles, and Morning PDs this spring to continue to build trust amongst staff members.



Our 2025-2026 goals were to:

- 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 various and intentional opportunities for fellowship and community building at and across sites.
- We will invite cross sectional staff representatives to the Professional Development Sub-Committee to ensure equal representation in year long professional development opportunities.
- We will ensure scope and sequence of district-wide professional development opportunities are applicable for all staff groups.
- We will offer building-wide or team-wide professional development days that are relevant to their sites, necessary to their jobs, and connected to district-wide offerings.
- We will enhance the personal goal and growth development review process for all staff to ensure meaning-making throughout the year at every level.



Healing-Centered Professional Development sessions, including a Pivot Healing PD grounded in Four Pivots framework, were offered to all district and site leadership to ensure district spaces are consciously and consistently centered around healing.

A cross-section of staff representatives were invited to serve on the Professional Development Sub-Committee in the Fall of 2025 and supported this work throughout the year. This work includes ensuring scope and sequence of professional development opportunities are applicable to all staff groups. Additionally, intentional effort went into planning building-wide or team-wide growth opportunities within our professional development days.

Leaders took time to review and improve personal goal and growth development review process for all staff in their downlines.



HEALING
HEALING
HEALING

Our 2025-2026 goals were to:

- Based on feedback and industry standards, we will make our staff intranet, district communications, and resources readily available and accessible to all staff groups.
- We will make consistent efforts to make communications accessible, representative, and applicable of all staff groups, including Insight Online School of Minnesota.
- We will create and implement a Responsive & Restorative Conversation Guide for staff to use as an interpersonal resource with their colleagues, with modeling done by district leadership throughout the year.

The staff intranet received an update to meet industry standards and make resources more intuitive and readily available for our staff members. These updates were rolled out to staff in March 2026. To meet community needs in response to Operation Metro Surge, district leadership instituted a 10-week communication initiative to readily share information with staff which included a dedicated page on the staff intranet with the district's response protocols, access to resources, community supports, and more.

Consistent efforts to make communications accessible, representative, and applicable to all staff groups was an intentional part of our work this year. District leadership engaged in a communications coaching session during the 2026 LEADS Retreat as we begin to plan for the upcoming school year.

Due to operational shifts over the winter in the district's response to Operation Metro Surge, the development of our Responsive & Restorative Conversation Guide with the Clear & Care protocol framework was delayed. Rather, we shifted into sustained practices of healing and circle spaces.

SUPERINTENDENT'S CLOSING MESSAGE

This year has not been an easy one. We have faced significant challenges together. We navigated the impact of the Metro Surge, mourned the heartbreaking loss of one of our valued staff members, and worked through difficult decisions brought on by significant budget reductions. These moments tested us in ways we could not have anticipated. And yet, even in the hardest seasons, what shines through is the character of this district. Through uncertainty, grief, and change, our staff members continued to show up each day for our students. We supported one another. We demonstrated grace, flexibility, professionalism, and heart.

In moments of heightened crisis, our district is able to rely on our shared mission, our deep commitment to our families, our community schools model, and our size to quickly work to meet the emerging needs of the situation. I would be remiss if I didn't share our response to these significant impacts to our school year and how our response has been grounded in our strategic plan initiatives.

In response to Operation Metro Surge, we:

- Utilized our community school model to its fullest potential, leveraging our Family Resource Rooms and partnering with community organizations to meet the real-time needs of families
- Created intentional processing spaces for staff and students
- Mobilized district-wide supervision for events, arrival, dismissal, and created new Emergency Response calls
- Integrated re-entry support with mental health push-ins, secured transportation, and academic supports and routed material resource needs through leadership to prevent students from being forced into adult caregiving roles
- Scaffolded staff conversations to help staff navigate sensitive conversations while maintaining student privacy

In response to community loss of a staff member and grief, we:

- Designed our staff notification sequence to ensure staff received support and coverage before being student facing and provided onsite sub-coverage for those who needed to briefly step away
- Provided consistent, district-wide communications to protect privacy of those impacted
- Maintained ongoing Staff Serenity Spaces as a standard of care because we know that regulated adults are the foundation for a stable school environment

In response to significant budget reductions, we:

- Held site-level budget meetings to ensure that all perspectives and voices were at the table as we set priorities into next year that are grounded in our strategic plan and serving our community
- Provided an in-depth, transparent Financial Forecast presentation to staff regarding budget cuts that directly impacted 70 staff members

Through challenges, loss, grief, and crisis, our district has continued to strive toward our mission and ground our work in the direction of our strategic plan. As we prepare for the 2026-2027 school year and the district’s upcoming strategic plan, here is a preview of our emerging directions:

1

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

Focus Area:

- Continue to develop and integrate non-academic MTSS tiered responses with Restorative Practices folded into our system of response

2

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

Focus Areas:

- Continue to pursue board approved growth & achievement goals
- Strengthen Tier 1 Instruction, improve intervention systems, improve MTSS team functionalities, and increase MTSS systems integrations to create more responsive, equitable, and effective supports for the whole child and whole community.

3

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

Focus Areas:

- Continue our trust and healing work by introducing identity based harm protocols
- Continue our communication work with streamline cascading communications plans and continuously improve feedback loops through pulse and annual staff surveys.

Sincerely,

Carly Baker

Dr. Carly Baker, Superintendent

