



**BROOKLYN
CENTER
COMMUNITY
SCHOOLS**
WE STAND FRONT AND CENTER

2026-2027 STRATEGIC PLAN



SEPTEMBER 2026

A MESSAGE FROM SUPERINTENDENT, DR. CARLY BAKER

This report provides an overview of the proposed strategic plan and direction of the district for the 2026-2027 school year. Pending the board's approval, our strategic work will once again live within three umbrellas:

1

Further develop school climate and culture by integrating systems that are steeped in justice-centered, anti-oppressive practices.

2

Continuously improve 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.

Our foundational work of becoming a justice-centered school community who fuels the unique genius of each student still drives our work. We believe the projects outlined in this report will help us continue to work towards this aspirational mission. As we've said before, some of these goals can show progress quickly and some will take continued commitment by our community to redesign the student learning experience, repair breakdowns in trust, and continue our work towards becoming a healing organization.

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 education of the young people we love and serve.

Sincerely,



Dr. Carly Baker, Superintendent

STRATEGIC GOAL #1

We will further develop school climate and culture by integrating systems that are steeped in justice-centered, anti-oppressive practices.

Sub Goal #1: We will build and integrate the non-academic components of our MnMTSS framework so that restorative practices, behavior response, and student supports operate as one system rather than as separate programs by:

- ACTION A: Finalizing and implementing a districtwide non-academic MnMTSS framework that clearly defines Tier 1, Tier 2, and Tier 3 systems, team structures, roles, responsibilities, and decision-making processes.
- ACTION B: Implementing districtwide SEL screening, intervention selection, progress monitoring, and intervention documentation processes using consistent data review protocols across all schools.
- ACTION C: Integrating restorative practices, attendance, behavioral supports, mental health services, student supports, out of school programming, and community partner services into one system of support for the whole child.

Sub Goal #2: We will establish community agreements that ensure every staff member carries responsibility and capacity for restorative practices that build a culture of learning and belonging by:

- ACTION A: Developing Restorative Practices training and development through whole-group professional learning, PD Friday sessions, and individual and team coaching to build common language and shared expectations across sites.
- ACTION B: Providing staff training to build capacity to acknowledge and address bias in our systems and in our own practice.
- ACTION C: Establishing community agreements that name what we do, how we respond when someone falls short, and what repair looks like when an expectation or a relationship breaks in every site, classroom, and workspace built in partnership with the people in these spaces to emphasize engagement and buy in.

We will measure our success by the completion of district MnMTSS implementation milestones, SEL screening participation and intervention implementation data, Documentation of Tier 2 Non-Academic Teams and Problem Solving Team processes, as well as school climate, attendance, behavior, and student engagement data.

STRATEGIC GOAL #2

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

Sub Goal #1: We will 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:

- ACTION A: Strengthening Tier 1 instruction through implementation of evidence-based instructional practices, instructional rounds, learning walks, instructional coaching, and PLC inquiry cycles
- ACTION B: Continuing district implementation of Science of Reading, standards-aligned curriculum, common assessments, and instructional frameworks to ensure every student has access to high-quality core instruction
- ACTION C: Expanding targeted intervention systems through strengthened ADSIS programming, Reading Corps, Math Corps, progress monitoring, and data-based instructional decision-making

We will measure our success by our FastBridge Reading and Math Benchmark Assessments, MCA-III and MTAS scores, and end-of-year data of ADSIS reading services, along with learning walk and instructional rounds data and PLC documentation and instructional artifacts.

Sub Goal #2: We will 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 by:

- ACTION A: Fully implementing the refined MnMTSS team structure with clearly defined roles and responsibilities.
- ACTION B: Establishing consistent districtwide protocols for universal screening, data reviews, intervention planning, progress monitoring, and continuous improvement across academic, attendance, behavior, and social-emotional systems.
- ACTION C: Build administrative and teacher leadership capacity through ongoing coaching, COMPASS cohorts, PLC facilitation, and districtwide professional learning focused on systems improvement and instructional leadership.

We will measure our success by the documentation of MnMTSS team meetings and data from each site's self-evaluations through the SEMI-SLT and SEMI-DLT, and correlation data of MnMTSS intervention tracking with student progress data.

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 & HEALING

Sub Goal #1: We will strengthen trust and healing by adopting a districtwide policy and protocol for harm, so that when harm occurs the community can name it, respond to it, and repair the agreements it broke. We will do this by:

- ACTION A: Adopting a districtwide identity-based harm policy, and building with each site/department the protocols that make it operable in that building (including but not limited to protocols for conversations, expectations for reporting, procedures and follow-through expectations)
- ACTION B: Training leaders in the identity-based harm protocols and tools to prevent and mitigate harm, so that responding to harm and working through conflict becomes a continuous cycle of learning and growth rather than a single event
- ACTION C: Anchoring repair in the community agreements (built in Strategic Goal #1) so that when identity-based harm happens, repair is the work of restoring community agreements.

We will measure the effectiveness of this process throughout the year through the employee engagement survey, pulse survey data, reporting and follow-through data, and consistent leadership check ins throughout the year.

COMMUNICATION

Sub Goal #2: We will strengthen how information and feedback move through the district, so that what people need to know reaches them and what people experience reaches the people who can act on it. We will do this by:

- ACTION A: Streamlining our cascading communications so that key messages reach every level of the district, from the district office to leaders, staff, students, and families, and arrive intact rather than diluted or changed as they pass down.
- ACTION B: Closing the “feedback loop” by transparent, timely reporting on what we heard and what changed because of it so that people see their input as a valued consideration in decision making.

We will measure the effectiveness of this process throughout the year through the employee engagement survey, pulse survey data, and consistent leadership check ins throughout the year.