



**BROOKLYN
CENTER
COMMUNITY
SCHOOLS**

WE STAND FRONT AND CENTER

Local Literacy Plan 2024-2025



Brooklyn Center Community Schools

5910 Shingle Creek Parkway

Brooklyn Center, MN 55430

www.bccs286.org

Introduction

Addressing and closing the opportunity gap is our greatest challenge in preparing all of our students to be confident, caring, and creative members of our world. Developing and using a Local Literacy Plan helps to ensure focused work toward this end. The plan provides the framework and charts the path, but it is also an evolving, continuous work in progress.

As educators we continue to learn more and refine our understanding of literacy and what children need most. MN Statute 120B.12 outlines the objectives and measures for our work and requires us to dig deeper into this learning together. Focusing intentional efforts on preK-grade 3 helps ensure we are preparing students to be active thinkers engaged in learning with foundational skills in literacy. The true measure of our success is every student, regardless of race or socioeconomic background, becoming a highly skilled communicator prepared to listen, speak, read and write effectively in a global community.



Statement of Goals and Objectives

The mission of Brooklyn Center Community Schools is to become a justice-centered school community who fuels the unique genius of each student. To those ends, 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 in preKindergarten through grade 3 are reading at or above grade level 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 10% of

3rd grade students met or exceeded standards for 2024. District reading benchmark data showed 30.6% 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 2024-25 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 all staff preK-grade 5, who provide reading instruction, with training through the Center for Applied Research and Educational Improvement Advancing Language & Literacy (CARIEALL)
- Year 1 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
- Implementation of a new special education resource instructional model
- Increase focus on the MML instructional model
- 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

Student Assessment

Brooklyn Center Community Schools uses a variety of assessment tools and literacy data to understand students' reading proficiency, and to inform instructional practices as well as systems-level decision making. Assessments provide teachers, families, students and district leadership with information about each learner's achievement and growth as a reader beginning in preK. Assessments are given both in whole group and individual settings, and may be administered using technology and/or by classroom teachers, instructional coaches, educational assistants, and other appropriately trained and supervised school personnel. Assessments include a variety of standardized tools as well as formative measures.

Screening

Screening of all students allows for identification of data trends suggestive of areas of strength and areas for growth at the school and district level. Screening is also critical in identifying children who may require further assessment and diagnosis of reading needs or additional instructional support in order to accelerate growth in achieving grade level benchmarks. Tools in the FastBridge system provide screening at each developmental level for students in preKindergarten through grade 3.

Dyslexia & Convergence Insufficiency Disorder Screening

Dyslexia

Dyslexia is a language based reading disorder. All students in preK-grade 3 are administered the FAST reading assessment as a universal screener. The earlyReading evidence-based assessment is used with preK, kindergarten and grade 1 students. The Adaptive Reading (aReading) test is used with students in grades 2-12. FAST is administered three times per year and is followed by a diagnostic assessment. Data from teacher observation of student work is triangulated to determine if a referral for additional information or testing is needed. Frequent and ongoing communication with the family is expected when there are concerns and/or questions about adequate student progress. More information about FAST can be found at: <http://www.fsatbridge.org/assessments/reading/>

Convergence Insufficiency Disorder Screening

Convergence Insufficiency is a sensory and neuromuscular disorder. As with dyslexia, FAST is administered as a universal reading screener for all students in preK-grade 3 three times a year. Screening is followed by a diagnostic assessment. All students in preK-grade 3 participate in annual vision screening. Data from teacher observation of student daily work is triangulated with vision results and reading information to determine if a referral for additional information or testing is needed (e.g. comprehensive eye exam, pediatric optometrist, vision therapist.) Frequent and ongoing

communication with the family is expected when there are concerns and/or questions about adequate student progress.

ESI-R & IGDI (*PreKindergarten*)

Two assessments are used in preKindergarten. The Early Screening Inventory-Revised (ESI-R) is used for developmental language and Early Literacy Individual Growth and Developmental Indicators (IGDI) is a standardized test used to measure oral language, vocabulary, phonemic awareness, alphabet knowledge, and comprehension.

WIDA Screener (*PreK-3 New Students Only*)

WIDA Screener is used to help determine the need for placement level of English language services. More information regarding WIDA Screener can be found at: <https://wida.edu/assess/screener>

FAST Screeners

Grade K		
Fall	Winter	Spring
Concepts of Print Onset Sounds Letter Names Letter Sounds	Onset Sounds Letter Sounds Word Segmenting Nonsense Words	Letter Sounds Word Segmenting Nonsense Words Sight Words
Grade 1		
Word Segmenting Nonsense Words Sight Words Sentence Reading	Word Segmenting Nonsense Words Sight Words CBM-R	Word Segmenting Nonsense Words Sight Words CBM-R
Grades 2-5		
aReading CBM-R	aReading CBM-R	aReading CBM-R
Grades 6-12		
aReading	aReading	aReading

Parent Notification and Involvement

Brooklyn Center communicates frequently with families in a variety of ways to promote literacy awareness, provide information on student progress, and accelerate student literacy.

The following opportunities are provided for families to gain information regarding growth, grade level expectations and individual student goals:

- Family/Teacher conferences two times per year (Fall & Winter)
- Report cards sent home two times per year (Winter & Spring)
- ADSIS and Reading Corps family letters
- Classroom and school newsletters
- Home-school connection letters with Functional Phonics and Wit & Wisdom
- FastBridge assessment results sent home with a letter detailing intervention plans when needed and home learning activities to support their child's growth
- Synergy family access portal to observe and monitor student progress and assessment results, and to access Personal/Continuous Learning Plans for students receiving Targeted Services
- Ongoing direct communication from the classroom teacher regarding progress via phone and/or email.

We also partner with families and the broader community in many ways which support the development of literacy for Brooklyn Center students. The following partnership opportunities are central to our work:

- **Talk, Read and Write with Me!** - An evidence-based reading strategy for families to use with their children at home
- **Curriculum Nights-** Evening events where families and teachers collectively support students in understanding how to: build foundational literacy knowledge in authentic and meaningful ways, engage in reading games and activities at school and home, and celebrate an appreciation for learning, reading and writing
- **Brookdale Public Library Partnership** - Our local branch of the Hennepin County Public Libraries works with us for field trips, curriculum nights, and family partnerships. They help us connect families with library resources including library cards, access to the internet, job support, access to materials, summer engagement opportunities, etc.

Student Summary Level and Dyslexia Screening Data for the 2023-24 School Year						
Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	82	44	92	21	92	46
1st	114	22	109	20	114	63
2nd	119	29	111	20	119	68
3rd	98	33	96	30	98	38

For grades 4-12, indicate the number of students screened, the number of students at or above benchmark, and the number of students identified with characteristics of dyslexia.

Students Grades 4-12 Not Reading at Grade Level				
Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4th	107	70	107	49
5th	103	57	103	34
6th	82	52	82	23
7th	89	73	89	20
8th	121	93	121	16
9th	111	78	111	4
10th	114	83	114	14
11th	101	69	101	-

12th	94	66	94	-
------	----	----	----	---

Core Reading Instruction and Curricula Grades K-5

Brooklyn Center Elementary School will be implementing Wit & Wisdom as the knowledge based curriculum for grades K-5. The integrated literacy block will be 90 minutes at all grade levels. Functional Phonics and Functional Morphology will be used as the foundational skills curriculum. Each block will be 45 minutes for all grade levels. Grade levels will implement the use of flexible groupings when needed to best meet the needs of all learners. Each grade level will also have a differentiation block in their academic schedule.

- Kindergarten 20 minutes a day for a minimum of 2 times a week
- Grade 1 30 minutes a day for a minimum of 2 times a week
- Grade 2 20 minutes a day for a minimum of 2 times a week
- Grade 3 20 minutes a day for a minimum of 2 times a week
- Grade 4 15 minutes a day for a minimum of 2 times a week
- Grade 5 25 minutes a day for a minimum of 2 times a week

Brooklyn Center Middle and High School will be implementing Common Lit with teacher created units in grades 6-12. Class will be four times per week with a total of 214 instructional minutes. Students in grades 11 & 12 will also have the option of taking College Now/College in the Schools Courses.

Data-Based Decision Making for Literacy Interventions

Brooklyn Center Community Schools uses the framework for a Multi-Tiered System of Support (MTSS). Students engage in differentiated core literacy instruction K-5. This includes explicit instruction based on grade level standards that is also differentiated through flexible groupings and small group support. Students may also receive tiered supplemental and intervention instruction as described in the tiered system outlined below. The MTSS framework is a rigorous data driven system that provides focused instruction for all students. This proactive prevention is designed to meet the needs of struggling and advanced students in the general education setting. Students benefit from MTSS by participating in rigorous core instruction that is aligned with MN ELA Academic Standards. Assessments are administered three times a year to all students in order to determine the need for additional learning opportunities at the individual student level. Once needs are identified, students may participate in the following learning opportunities (Tiers 2 & 3) that occur outside of the standard

curriculum. The MTSS system includes three levels of intensity, which represent a continuum of supports provided by classroom teachers and specialists:

Tier 1: (Core Instruction) High quality instruction that is differentiated and evidence-based

Tier 2: (Supplemental Instruction) Additional instruction that provides research based interventions of moderate intensity to address the identified needs of at-risk students.

Tier 3: (Intensive Instruction) Additional scientifically research based individualized interventions of increased intensity for students who show minimal response to Tier 2 instruction.

Core Instruction (Tier 1)

Core instruction represents the instruction all students receive daily. K-5 literacy is driven by research based methods and the MN ELA standards. Students are provided with a foundation focused on: phonological awareness, phonics, fluency, vocabulary and comprehension. Core instruction is provided using a structured literacy approach. Explicit instruction includes a mix of whole group and small group instruction.

Supplemental Instruction Resources (Tier 2)

Supplemental instruction is used to address identified gaps in student learning or the curriculum.

General Literacy Intervention

Students performing 1-2 years below grade level benchmarks are considered for intervention. To determine which students qualify and how to group students for instruction, specific data from the following assessments is considered and analyzed:

- MRC Benchmarking Tool - Formative Assessment System for Teachers (MRC)
- FASTBridge early reading sub-tests

Differentiation Time:

Grade-level teams with support from instructional coaches, building administration, curriculum and instruction staff and support professionals develop and deliver research based intervention, extension, and enrichment with flexible groups in regular three to six week cycles.

Targeted Services

Brooklyn Center Elementary provides an after-school program designed to coordinate with regular classroom instruction. Summer school is another opportunity for students to extend their learning with qualified teachers. Both of these programs offer students additional time and support to develop their reading skills and strategies, and overall proficiency.

Intensive Intervention Instruction (Tier 3)

Students are identified for interventions based on not making adequate progress with core and supplemental instruction. Students are provided with intensive research based interventions in limited timeframes based on specifically diagnosed needs. This instruction does not replace, but is provided in addition to, core instruction. Students are progress monitored with tools aligned to the targeted focus. Information from progress monitoring is used to make timely instructional adjustments that best ensure student success.

Alternative Delivery of Specialized Instructional Services (ADSIS)

ADSIS reading intervention services are provided by licensed staff. ADSIS teachers provide small group, scientifically research based intervention.

Minnesota Reading Corps (MN Reading Corps)

Minnesota Reading Corps is an AmeriCorps program that provides trained literacy tutors. Reading Corps members provide individual, scientifically research based interventions.

Advanced Instruction

Part of a new framework for extending and accelerating learning for our most advanced students, this process targets students who are performing and/or demonstrating potential for instruction at advanced levels. The identification process has been designed to find advanced learners representative of our diverse demographic student population.

Special Education

To receive special education services, students must be evaluated and meet state eligibility criteria. Once qualified, an Individual Education Plan (IEP) is developed for the student. Parents can request a special education evaluation to determine whether their child has a disability that could be addressed with special education services. School teams then meet to create evaluation plans and individualized programming. Student progress is monitored and instructional services are adjusted based on the progress of IEP goals and objectives. Students being considered for Special Education with specific diagnosis of reading disabilities qualify based on an extensive file review including school-wide assessment data and Woodcock-Johnson III assessment data.

Student Support Systems for Multilingual Learners

To meet the unique needs of Multilingual Learners, foundational plan components include:

1. Systematic ELD Instruction is dedicated time and targeted language instruction that provides time set aside from the classroom content area instruction that offers:
 - A solid English language foundation to fully engage in academic and real life situations
 - Instruction organized by English Language proficiency level that follows a continuum of linguistic skills
 - Focus on oral and written language in rigorous and pertinent tasks
 - Abundant opportunities for structured and purposeful interaction and collaboration
2. Language Instruction for Content Learning. Constructing meaning is a process for teaching content that offers:
 - Explicit instruction to support English learners in understanding and using the language necessary for grade-level work
 - Accelerated instruction that highlights critical literacy skills and multifaceted academic language
 - Tools for analyzing the linguistic complexities of complex text and tasks

All multilingual learners have access to grade level core reading and writing instruction. The structure of our programming includes ELD focused language instruction paired with support for regular classroom teachers in making content comprehensible. A progress monitoring system is used in our district to monitor student domain (reading, writing, speaking, listening) progress throughout the year. We use the WIDA rubrics and unit-specific rubrics that contain the following components broken down by proficiency level (entering/emerging, developing, bridging/reaching):

- ELD Standards
- Language Functions
- Domains required for performance evaluation
- Instructional resources
- Academic language
- Instructional Activities by proficiency level
- Assessment and Corrective Feedback

ELD Instruction will:

- Emphasize listening, speaking, reading & writing
- Explicitly teach the elements of English
- Provide students with corrective feedback
- Emphasize academic language as well as conversational language
- Attend to communication and language-learning strategies
- Maximize the use of English as the primary language will only be used strategically

Professional Development Plan

Brooklyn Center has a comprehensive professional development plan for SY24/25.

- New Teacher Induction includes training in essential components of reading including the implementation of the core curricula. New staff are also assigned a district mentor for ongoing support in development of reading pedagogy.
- Ongoing culturally responsive training in the delivery of structured literacy with a focus on engagement and connecting with students' identities.
- Staff training on the FastBridge assessment tools and analysis of the data in the Professional Learning Community (PLC).
- Learning sessions for staff in alignment with the 5D+ Teacher Evaluation Rubric as it pertains to reading instruction and the MN Standards for Effective Practice.

An emphasis on professional development will be using CARIEALL for training on structured literacy. There will be 3 fewer instructional days to accommodate for additional Phase 1 Science of Reading professional development. Protected time within the duty day will be provided to complete asynchronous learning components with job-alike colleagues. The live sessions are scheduled:

- 8/22/24 Kickoff
- 10/4/24 Module 1
- 10/31/24 Module 2
- 12/6/24 Module 3
- 1/10/25 Module 4
- 2/7/25 Module 5
- 3/6/25 Module 6
- 4/4/25 Module 7

- 5/23/25 Module 8

The PreKindergarten and Early Childhood Special Education educators will be completing the LETRS for Early Childhood.

The implementation of structured literacy will be supported by:

- Addition of Literacy Lead focused at grades K-3 for 2024-2025 school year.
- MnMTSS implementation
- Administrators trained in Science of Reading, protected time 3x per week during the K-2 foundational skills instructional block to observe, coach, and support quality instruction and fidelity of curricular implementation
- Restorative Practices framework focused on reducing minutes out of instruction due to behavior management or regulation needs

The following data will be collected to ensure continuous improvement:

- Data will be collected with instructional walkthroughs to identify areas of growth and to ensure implementation of curricula with fidelity
- Staff surveys to collect data on staff perception of level of implementation & self-knowledge and efficacy as a reading teacher
- Track the number of calls for support. Teachers will be supported with additional engagement strategies and support plans will be created to help students to be successful in the classroom
- Track minutes of instruction lost as a result of students being out of class.
- Data will be recorded in Literacy Team Meeting notes
- Additional data will be collected through ADSIS growth data
- And Reading Corps data using RCDMS

Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training	Anticipated Training Timeline
PHASE 1					
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	6	0	0	6	August 2024 to May 2025
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	26	1	0	22	August 2024 to May 2025
Grades 4-5 (or 6) Classroom Educators (if applicable)	10	0	0	10	August 2024 to May 2025
K-12 Reading Interventionists	8	4	0	4	August 2024 to May 2025
K-12 Special Education Educators responsible for	15	0	0	15	August 2024 to May 2025

reading instruction					
Pre-K through grade 12 Curriculum Directors & Coordinators	4	1	0	3	August 2024 to May 2025
Pre-K through grade 5 Instructional Support Staff who provide reading support	30	0	0	30	August 2024 to May 2025
PHASE II					
Grades 6-12 Classroom Educators responsible for reading instruction	12	1	0	11	August 2025 to May 2026
6-12 Educators who work with English learners (Licensed ELL teachers)	5	0	0	5	August 2025 to May 2026

Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68					
Grades 6-12 Instructional support staff who provide reading support	12	0	0	12	August 2025 to May 2026

Action Planning for Continuous Improvement

As Brooklyn Center continues to work towards our goals in alignment with our mission and vision, there are some areas for us to focus on.

- Evidence-based structured literacy instruction will be a focus of PLCs in collaboration with analysis of progress monitoring data
- Administrative observations & walkthroughs with teacher feedback aligned to instructional growth
- Provide mentorship on implementation of core reading curricula
- Continuous discussions about the alignment of CARIEALL professional development as it aligns with our skill based and knowledge based instruction
- Focus on instruction that is relevant, rigorous, applicable to the real-world and is rooted in building relationships with our scholars

