BROOKLYN CENTER COMMUNITY SCHOOLS

2025-2026 MINNESOTA READ ACT LITERACY PLAN

Brooklyn Center Community Schools ISD #286's Minnesota READ ACT Literacy plan featuring 2024-25 Data Submission and 2025-26 Continuous Improvement Plan

Date Submitted to the State: 06/13/2025

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Brooklyn Center Community Schools (0286-01). This plan is a requirement of the Minnesota READ Act, Minn. Stat. 120B.12 (2024). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

MINNESOTA READ ACT GOAL

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. Minn. Stat. 120B.12 (2024).

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1. READ ACT GOALS

District or Charter School Literacy Goals

Brooklyn Center Community Schools (0286-01)'s literacy goal(s) for the 2024-25 school year:
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

The following was implemented or changed to make progress towards the goal(s):

This year, all components of the plan were implemented to support progress toward our goal. A key instructional decision was to provide additional support during foundational literacy time by "flooding the core," with ML teachers, Resource staff, and Reading Interventionists joining to deliver instruction. We used flexible grouping to deliver targeted instruction based on student needs. Additionally, we consistently reviewed data trackers during PLCs to reflect on student progress and inform instructional adjustments.

The following describes how Brooklyn Center Community Schools (0286-01)'s current student performance differs from the literacy goal detailed in the READ Act:

25% of our students are performing at or above grade level. This is 75% below the literacy goal detailed in the READ Act. Our growth was up by 2% compared with last year.

Brooklyn Center Community Schools (0286-01)'s literacy goal(s) for the 2025-26 school year:
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 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

Brooklyn Center Community Schools (0286-01)'s Local Literacy Plan is posted on the district website at: https://www.bccs286.org/our-district/academics/curriculum





2. SCREENING TOOLS K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

The table below details the screening tool used by Brooklyn Center Community Schools (0286-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Grade Level	Screening Tool Used	Criteria Used to Determine Benchmark	Additional Screeners
Kindergarten	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 1	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 2	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA
Grade 3	FastBridge earlyReading (K-1) and CBMReading (Grades 1-3)	MDE composites	NA

3. SCREENING SUMMARY STUDENT COUNTS GRADE K-3

Universal screening for foundational reading skills for Brooklyn Center Community Schools (0286-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	92	43	91	17	110	28
Grade 1	84	20	92	16	96	13
Grade 2	94	18	99	23	106	25
Grade 3	104	17	108	22	114	24

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

4. DYSLEXIA SCREENING SUMMARY STUDENT COUNTS K-3

The following section describes how Brooklyn Center Community Schools (0286-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.
Brooklyn Center Community Schools (0286-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

- Integrated: All students in Grades 2 and 3 were administered the Nonsense Words subtest

The following criteria was used to determine which students are demonstrating characteristics of dyslexia:

- MDE composites

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	110	81
Grade 1	96	84
Grade 2	106	76
Grade 3	114	91

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

CONTINUOUS IMPROVEMENT FOR DYSLEXIA SCREENING SUMMARY STUDENT COUNTS IN GRADE K-3

Brooklyn Center Community Schools (0286-01) will make the following changes to dyslexia screening in grades K-3 in the 2025-26 school year:

- We will use a gated approach and only test students on nonsense words who are testing below grade level benchmarks in grades 2 and 3.

5. SCREENING TOOLS 4-12

The Minnesota READ Act requires that students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia. In the 2024-25 school year the tool(s) used for dyslexia screening was locally determined. The table below details the screening tool(s) used by Brooklyn Center Community Schools (0286-01) to perform dyslexia screening and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Dyslexia Screening Tools Used in Grades 4-12 in School Year 2024-25 (Reporting Data is Optional for 2024-25)

Grade(s)	Screening Tool Used	Screening Tool Vendor	Criteria/ Benchmark Used
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			

The MDE approved tool for screening for characteristics of dyslexia for students in grades 4-12 is Capti ReadBasix. Beginning in the 2025-26 school year, this tool must be used to screen students who are not reading at grade level for characteristics of dyslexia.

The following method will be used by Brooklyn Center Community Schools (0286-01) to determine which students in grades 4-12 are not reading at grade level:

- All students will be screened using aReading. Any student who falls into some or high risk will be administred the Capti diagnostic assessment.

The plan for both the frequency and timing (e.g. Fall, Winter, Spring) of administration of Capti ReadBasix for students in grades 4-12 who are not reading at grade level is locally determined and includes:

- Capti will be administered 3 times a year during our Fall, Winter, & Spring benchmarking windows.

6. DYSLEXIA SCREENING SUMMARY STUDENT COUNTS GRADES 4-12 (OPTIONAL FOR 2024-25 SCHOOL YEAR)

The following table displays the number of students in Brooklyn Center Community Schools (0286-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia. (The reporting of this data is optional for the 2024-25 school year)

Grade	Total Number of Students in Grade Level	Number of Students Identified as Not Reading at Grade Level Who Were Screened	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th				
5th				
6th				
7th				
8th				
9th				
10th				
11th				
12th				

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. PARENT NOTIFICATION AND INVOLVEMENT

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Brooklyn Center Community Schools (0286-01) notify parents or guardians when children are identified as not reading at grade level?

- Yes

Parent Notification Frequency by Grade

Grade	Parent Notified	Frequency of Notification
Kindergarten	Yes	3 times per year, after each screening window
Grade 1	Yes	3 times per year, after each screening window
Grade 2	Yes	3 times per year, after each screening window
Grade 3	Yes	3 times per year, after each screening window
Grade 4	Yes	3 times per year, after each screening window
Grade 5	Yes	3 times per year, after each screening window
Grade 6	No	
Grade 7	No	
Grade 8	No	
Grade 9	No	
Grade 10	No	
Grade 11	No	
Grade 12	No	

The table indicates the frequency of parent notification for each grade level.

The following methods are used to notify parents or guardians when children are identified as not reading at or above grade level:

- Digital_messaging (email, text, or communication app)
- Parent teacher conferences
- Letter sent home with student

The following content is included in the parent notification:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Families or the community are engaged around literacy through the following:

- Family engagement nights
- Parent teacher conferences
- School events

CONTINUOUS IMPROVEMENT FOR PARENT NOTIFICATION

Brooklyn Center Community Schools (0286-01) will make the following changes to parent notification and involvement for the 2025-26 school year:

- We will be adding communication to families for students identified as not reading at or above grade level in grades 6 - 12.

8. DATA-BASED DECISION MAKING FOR ACTION

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Brooklyn Center Community Schools (0286-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

- We use screening data from FastBridge to monitor student growth and identify areas of need. In addition, we track weekly progress using Functional Phonics data tools to ensure students are responding to instruction. During our weekly PLC meetings, we analyze this data collaboratively to determine appropriate instructional adjustments and intervention strategies that best support each student's learning needs.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

- Fidelity of Tier 1 instruction is monitored through monthly walkthroughs focused on curriculum implementation. Both administrators and instructional coaches conduct formal and informal observations, followed by reflective coaching conversations. Additionally, teachers are given opportunities to observe expert colleagues modeling high-quality structured literacy practices to support ongoing professional growth and instructional refinement. PLCs regularly review Functional Phonics data trackers to monitor student progress and inform instructional decisions. Based on this data, teachers implement flexible grouping to deliver differentiated Tier 1 instruction that addresses the specific skill needs of all learners.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

- Students are currently identified for Tier 2 or Tier 3 targeted reading intervention through district criteria developed through MDE's Establishing Effective Tier 2 and Tier 3 Teams and Programming. Students are identified using FastBridge screeners. Students falling in the 16 - 32% are identified for Tier 2 support. Students under 15% are identified for Tier 3 support. In K - 3 if students are demonstrating flat growth from Fall to Winter, that information is also taken into consideration. In grades 4 - 12 students will be given the Capti diagnostic. For middle school, students falling in the 10 - 19% are identified for Tier 2 support. Students under 10% are identified for Tier 3 support. High school students falling in the 10 - 20% are identified for Tier 2 support. Students under 10% are identified for Tier 3 support.

Progress monitoring data collection for students in Tier 2 occurs: Once a week
Progress monitoring data collection for students in Tier 3 occurs: Once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

- Our K-12 progress monitoring protocol is based on guidelines developed through the Establishing Effective Tier 2 & Tier 3 Teams & Programming series. The protocol includes a review of the fidelity with which interventions are implemented. Tier 2 interventions must be delivered with fidelity for a minimum of 12 weeks, while Tier 3 interventions require at least 20 weeks. At the end of each intervention cycle, student data is analyzed to determine whether intensification or modification of instruction is needed based on student response.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

- Students who demonstrate adequate progress through ongoing data review may exit Tier 2 or Tier 3 interventions and transition to continued progress monitoring to ensure sustained growth. If sufficient progress is not evident, the student advances to the next level of support within our MTSS framework. At the elementary level, decisions are typically made during regular PLC meetings using universal screening and intervention data. At the secondary level, student support teams review progress data and determine appropriate next steps based on individual student needs.

Does Brooklyn Center Community Schools (0286-01) use personal learning plans for literacy:

- No

The following students are provided a personal learning plan for literacy:

- No data entered

The following components are included in the personal learning plans, if used:

- No data entered

CONTINUOUS IMPROVEMENT FOR DATA-BASED DECISION MAKING FOR ACTION

Brooklyn Center Community Schools (0286-01) will make the following changes to data-based decision making for action processes, criteria, progress monitoring procedures or personal learning plans in the 2025-2026 school year:

- We will use the data received from the Capti diagnostic assessment to make data-based decisions.





9. MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- Monitoring student progress
- Evaluating program fidelity, and
- Analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.
Minn. Stat.120B.12, subd. 4a (2024). MDE has developed the Minnesota Multi-Tiered System of Supports (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Brooklyn Center Community Schools (0286-01) is implementing a multi-tiered system of support framework:

- Yes

The MnMTSS framework is being utilized:

- Yes

Brooklyn Center Community Schools (0286-01) has participated in MDE MnMTSS professional learning:

- Yes







10. CORE CURRICULAR RESOURCE GRADES K-5

The Minnesota READ Act requires that districts use evidence-based curriculum materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the MDE READ Act Curricula Resources-Tier I webpage.

CORE CURRICULA RESOURCES FOR GRADES K-5

The following table displays the Core Curricula Resources utilized by Brooklyn Center Community Schools (0286-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Grade	Implemented Curricula	Curricula Type	Instructional Delivery Minutes Per Day
Kindergarten	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 1	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 2	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 3	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 4	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90
Grade 5	· Functional Phonics+Morphology, K-5, 2023 (Highly A	Foundational	45
	· Wit & Wisdom, K-5, 2023 (Highly Aligned)	Knowledge Building	90

11. READING INTERVENTIONS

The Minnesota READ Act requires that districts use evidence-based intervention materials at each grade level that are designed to ensure students mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. MDE is partnering with the CAREI to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review will be released in November 2025.

READING INTERVENTION GRADES K-12

The following table displays the reading intervention resources utilized by Brooklyn Center Community Schools (0286-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Grade	Supplemental (Tier 2) Reading Intervention(s)	Supplemental (Tier 3) Reading Intervention(s)
Kindergarten	Reading Corps	PRESS
Grade 1	Reading Corps	PRESS
Grade 2	Reading Corps	PRESS
Grade 3	Reading Corps	PRESS
Grade 4	PRESS	PRESS
Grade 5	PRESS	PRESS
Grade 6	Sipps, PRESS	Sipps, PRESS
Grade 7	Sipps, PRESS	Sipps, PRESS
Grade 8	Sipps, PRESS	Sipps, PRESS
Grade 9	Sipps	Sipps
Grade 10	Sipps	Sipps
Grade 11	Sipps	Sipps
Grade 12	Sipps	Sipps

12. SECTION PROFESSIONAL DEVELOPMENT PLAN

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan. Brooklyn Center Community Schools (0286-01) is using the following approved professional development program:

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

- 06/09/2025

Synchronous professional development sessions were facilitated by:

- Vendor Provided Facilitator

The Local Certified Facilitator (LCF) participated in the Community of Practices for LCFs:

- No data entered

The following support will be provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

- Teachers who have not yet met the vendor-recommended 80% proficiency level have received ongoing support throughout the year, including regular check-ins with the District Literacy Lead. To further support their growth, a full-day, in-person training session will be provided, focused on addressing individual areas of need and reinforcing key concepts from the approved training.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

- We have conducted walkthroughs focused on the critical attributes of explicit instruction. Staff received targeted feedback highlighting both strengths and areas for growth. Areas needing improvement were further examined during Building Leadership Meetings with PLC Facilitators. Facilitators then led data-driven discussions within their teams to strengthen the implementation of evidence-based practices in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

- Coaching support is provided through individualized, one-on-one sessions tailored to each educator's specific instructional needs. The literacy coach offers lesson modeling, co-teaching opportunities, and facilitates peer observations to build instructional capacity. Additionally, the district provides monthly professional development sessions, typically held on the first Friday of each month. These trainings are designed in response to fidelity data and teacher feedback to ensure continued growth in implementing explicit, systematic, evidence-based instruction across the five key areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The following changes in instructional practices have impacted students :

- One of the most significant changes has been a noticeable increase in student engagement. As a result of implementing explicit instruction in foundational literacy skills, students have demonstrated greater confidence in their reading abilities. This shift in instructional practice has led to substantial academic gains, with a 15% increase in literacy growth scores compared to the 2024â€"2025 school yearâ€"an unprecedented level of improvement.

Brooklyn Center Community Schools (0286-01) has implemented the following professional development and support for teachers around culturally responsive practices:

- Brooklyn Center Community Schools is committed to eliminating barriers to learning and advancing justice-centered education. We prioritize inclusive instructional practices that elevate and honor student voice. This year, professional development focused on The Catalyst Approach, which provides educators with practical, research-based strategies for building positive classroom culture through connection rather than compliance. Through this training, staff have learned to establish consistent routines, strengthen relationships, and reduce exclusionary discipline practices resulting in increased student engagement. In alignment with our first year of Wit & Wisdom implementation, we have also reviewed the curriculum's text selections to ensure cultural relevance. As a result, we replaced several texts to better reflect our students' identities and lived experiences. Our ongoing commitment includes increasing the number of texts featuring diverse characters and authors, ensuring that all students see themselves represented in the classroom.

Brooklyn Center Community Schools (0286-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

- In addition to previously outlined professional development, all staff will participate in site- and age-specific literacy training during Workshop Week in August. Kâ€"5 educators will receive continued training and support in Wit & Wisdom with a focus on writing instruction. Educators in grades 6â€"12 will engage in AVID WICOR training to strengthen instructional strategies that support reading, writing, and exchanging ideas across content areas. Throughout the school year, all teachers will also receive professional development focused on effective writing instruction for English learners, directly supporting the writing strand of the ELA standards.

13. PROFESSIONAL DEVELOPMENT EDUCATOR COUNT

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the MDE READ Act Professional Development webpage.

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who,need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	13	12	1	0
PreK ? 12 Educators who work with English learners (Licensed ELL teachers)	11	6	0	5
K-3 Classroom Educators	20	20	0	0
Grades 4-5 (or 6) Classroom Educators (as determined by district)	10	10	0	0
K-12 Reading Interventionists	4	4	0	0
K-12 Special Education Educators responsible for reading instruction	13	7	1	5
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	6	6	0	0

Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	5	0	0	5
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	1	1	0	0
Grades 6-12 Instructional support staff who provide reading support	2	1	0	1
Grades 6-12 Curriculum Directors	1	1	0	0
Employees who select literacy instructional materials for Grades 6-12	1	1	0	0

14. LITERACY AID FUNDS

LITERACY INCENTIVE AID

The following are details about annual Literacy Incentive Aid. Brooklyn Center Community Schools (0286-01) received the following amount of Literacy Incentive Aid in the 2024-25 school year:

- $107,872.00

Amount of Literacy Incentive Aid spent in the 2024-25 school year:

- $107,872.00

Literacy incentive aid funds were applied to the following eligible uses in the 2024-25 school year:

- Contracting or employing a District Literacy Lead

READ ACT LITERACY AID

The following are details about the one-time READ Act Literacy Aid appropriations. Brooklyn Center Community Schools (0286-01) received the following amount of READ Act Literacy Aid in the 2025 school year:

- $83,834.06

READ Act Literacy incentive aid funds were applied to the following eligible uses in the 2025 fiscal year:

- Curriculum reviewed by MDE that was rated as highly aligned

The following amount of READ Act Literacy Aid remains in the required reserved account:

- $0

If funds remain, the plan to spend down the remaining funds are as follows:

- No funds remain.





BROOKLYN CENTER COMMUNITY SCHOOLS

2025-2026 MINNESOTA READ ACT LITERACY PLAN