



LOCAL LITERACY PLAN



2022 - 2023

Brooklyn Center Community Schools

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Brooklyn Center Community Schools Local Literacy Plan (PreK-3): 2022-2023

Introduction

Addressing and closing the opportunity gap is our greatest challenge in preparing all of our students to be confident, competent, 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.

I. Statement of Goals and Objectives

The mission of Brooklyn Center Community Schools is to become a justice-centered school community who field the unique genius of each student. To those ends, the BCCS Local Literacy Plan focuses on assessment, Multi-Tiered Systems of Support (MTSS), staff development, and family engagement to accelerate literacy learning and ensure that all students in PreKindergarten through Grade 3 are reading at or above grade level.

A comprehensive data review and literacy needs assessment was conducted by district and school leadership. Preliminary annual MCA reading assessment results for 3rd grade indicate that fewer than 10% of 3rd grade students met or exceeded standards in 2022. District reading benchmark data showed that 19% 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, the following objectives are the focus of our 2022-23 work to support achievement of our goal:

- Monitor and support a coherent literacy instructional system with identification of specific resources to meet student needs;
- Develop explicit writing instruction embedded within all content areas including, but not limited to, the literacy block, and increase opportunities for students to respond in writing, as part of a structured literacy instructional system;
- Implement a Multi-Tiered System of Support (MTSS) that provides a continuum of interventions for students;
- Provide continuous job-embedded and differentiated professional development specific to evidence-based practices in reading and writing instruction and interventions for teachers and support staff.

II. Statement of Process to Assess Students

Brooklyn Center Community Schools uses a variety of assessment tools and literacy data to understand students' reading proficiency, and to inform instructional practices and 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 PreKindergarten through grade 3 are administered the FAST reading assessment as a universal screener. The Early Reading (eReading) evidence-based assessment is used with PreK, Kindergarten and grade 1 students which is comprised of eleven sub-tests: concepts of print; onset sounds; letter names; letter sounds; word rhyming; word blending; word segmenting; sight word reading; decodable word reading; nonsense word reading-sentence reading; and oral language (sentence repetition). The Adaptive Reading (aReading) computer-administered test of broad reading is used with students in grades 2-3 which measures concepts of print, phonemic awareness, phonics, comprehension, and vocabulary. FAST is administered three times per year and is followed by a diagnostic assessment. Data from teacher observation of student daily work (e.g. reversals, no progress in phonemic awareness after explicit instruction) is triangulated to determine if a referral for additional information or testing is needed (e.g. hearing, communication). Frequent and ongoing communication with the parent/family is expected when there are concerns and/or questions about adequate student progress. More information about FAST can be found at:

<http://www.fastbridge.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 through grade 3 in the fall, and then again in the winter and spring. Screening is followed by a diagnostic assessment three times per year to provide more specific information regarding student reading skills. All students in PreK through 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

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communication with the parent/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 the 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 and placement level of English language services. More information regarding WIDA Screener can be found at:

<https://wida.wisc.edu/assess/screener>

Diagnostic

Diagnostic assessments are used to identify specific need areas in student skills. Teachers use this information to plan and deliver targeted instruction. Brooklyn Center Community Schools uses Fountas and Pinnell Benchmark Assessment System (BAS). This diagnostic measure is administered three times per year with students identified based on universal screening.

Fountas & Pinnell Benchmark Assessment System (BAS) (Grades K-5)

The BAS links assessment with instruction along *The Continuum of Literacy Learning* which measures the developmental progression of reading for individual students. It is administered individually between student and teacher. It provides formative data specific to oral reading records, comprehension conversations and written response to text. It provides suggestions for teaching and instruction tied to developmental skills and strategies as well as matches students' instructional and independent reading abilities to the F&P Text Level Gradients (text complexity). More information regarding the Fountas & Pinnell BAS can be found at:

http://www.heinemann.com/fountasandpinnell/BAS2_Overview.aspx

These assessments provide specific information on the reading skills and strategy needs of individual students and help to support data driven whole group, small group and individual instructional decisions including:

Instructional and Independent Reading Level Information:

- Determine students' independent and instructional reading levels
- Connect students with appropriately leveled books for independent reading that will challenge them while building fluency and comprehension
- Identify and form Guided Reading groups
- Connect to the F & P *Continuum of Literacy Learning*, which suggest specific instructional decisions in the areas of word work and text characteristics such as genre, themes and ideas, and language and literary features

Name Assessment, Phonemic Awareness, Letter Name and Sound ID, Concepts of Print:

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- Critically examine emergent reading behaviors and mastery of early literacy skills for individual students
- Analyze trends from data to determine how to facilitate and direct learning which integrates early literacy learning and practice throughout developmentally appropriate lessons, centers, and guided reading experiences

Accuracy:

- Utilize oral reading records to identify students' reading processing skills, including word recognition and comprehension
- Analyze miscue patterns to better understand what strategies struggling readers are using and the effectiveness of these strategies
- Determine prompts to be using in Guided Reading to support students' self-monitoring and self-reliance in solving and understanding novel text

Fluency:

- Hear and note the dimensions of oral reading that students control and which aspects they need to further develop
- Analyze trends to design lessons to ensure students have opportunities to hear reading aloud that reflects examples and non-examples of attention to prosody, expression, phrasing, attention to punctuation, attention to meaning, etc.

Comprehension:

- Analyze student and class comprehension information for trends and patterns (e.g. factual, inferential, critical thinking questions/within, between and beyond text questions) to identify focus areas for instruction and inclusion of question types throughout teaching
- Analyze student sources of misunderstanding (e.g. Confusion, Limited, Factual, Personal Experience or Question) to determine areas in need of development and decide on tools for progress monitoring
- Analyze response to prompts (e.g. Tell me more., What in the story makes you think that?, What makes you think that?, Why is that important?, Repeat Question) to determine need for instruction on levels of thinking (e.g. factual, inferential, critical thinking questions/within, between and beyond text questions)
- Identify specific learning needs of individual and small groups of students within the three levels of comprehension (e.g. factual, inferential, critical thinking questions/within, between and beyond text questions) to drive Guided Reading instruction and conferring
- Connect to the F & P *Continuum of Literacy Learning* and make specific instructional decisions on levels of thinking (e.g. factual, inferential, critical thinking questions/within, between and beyond text questions)

Developmental Spelling:

- Analyze students use of phonemes and graphemes to construct words
- Determine instructional goals for whole group, small groups, and individuals in phonemic awareness and phonics instruction

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Progress Monitoring (*PreK- Grade 3*)

Progress monitoring is used in conjunction with universal screening to set goals for a student's learning growth, quickly and frequently assess a student's academic performance, measure his/her rate of improvement, and to evaluate the effectiveness of instruction.

Classroom teachers use the FASTBridge Learning's scientifically research based system to provide ongoing progress monitoring at each developmental level.

All Grade 3 students also take the **Minnesota Comprehensive Assessment (MCA)** in Reading. The MCAs are state standardized tests and results help us measure students' progress and proficiency in meeting the MN Academic Standards in English Language Arts.

III. 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 through family and school collaboration.

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);
- Classroom and school newsletters;
- Letters indicating Fastbridge assessment results 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 (created by the Brooklyn Center PreK team);
- **Curriculum Nights** (E.g I-Scream for Books: A Family Literacy Event) - Evening events where families and teachers collectively support students in understanding how to: build foundational literacy knowledge in authentic and meaningful ways (e.g. making reading part of the bedtime routine), 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.;

IV. Intervention and Instructional Supports

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Brooklyn Center Community Schools is in the process of refining a framework for a Multi-Tiered System of Support (MTSS) based on the goal of providing an integrated, systematic approach to meeting the needs of all students. At Brooklyn Center Elementary School students are engaged in differentiated core literacy instruction K-5. This includes explicit instruction based on grade level standards that is also differentiated through text levels with individualized 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 four 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 intervention(s) of moderate intensity to address the identified needs of at-risk students.

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

Core Instruction (Tier 1)

Core instruction represents the instruction that all students receive every day. K-5 literacy is driven by research based methods and the MN ELA standards. Students are provided with a foundation that focuses on: phonological awareness, phonics, fluency, vocabulary and comprehension. Students are also provided with oral language, word work and writing instruction. Teachers use data to inform their daily instructional decisions.

Analyzing results from FAST, and/or the Fountas & Pinnell Benchmark Assessment System and observation of daily work, teachers are able to build learning goals for individual students in their classrooms and differentiate core instruction to meet each child's needs. Core Instruction is provided using a balanced literacy approach that allows teachers to make instructional decisions based on formal and informal assessments. Teachers ground their instructional decisions in their understanding of the developmental continuum of learning to read and the gradual release of instructional support. Instruction includes a whole group mini-lesson and interactive read aloud, small group instruction through shared and guided reading, and reciprocal teaching, and independent/partner reading and literacy activities.

Supplemental Instruction Resources (Tier 2)

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

General Literacy Intervention

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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
- LLI - F&P Benchmarking

Reading Block Intervention. Teachers are trained to provide scientifically research-based Tier 2 reading interventions in phonemic awareness, phonics, fluency, vocabulary and comprehension during a targeted section of the daily reading block.

WIN Time Intervention. 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 student 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

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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 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.

V. Professional Development of Scientifically-based Reading Instruction (SBRI)

Each summer Brooklyn Center Schools develops a comprehensive professional development plan for all elementary teachers. The purpose of the plan is to improve teacher knowledge, skills and delivery of high quality best practices that will meet the needs of all students. The plan includes the following professional learning and supports for teachers:

- New Teacher Induction includes training in essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension plus word work, oral language, and developmental spelling) and the Brooklyn Center Elementary balanced literacy model. Teachers are also assigned a district mentor for ongoing support in development of reading pedagogy.
- Ongoing culturally responsive training in the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) focusing on core instruction is differentiated and provided based on analysis of grade level data and student performance trends.
- Training/Inservices are provided on the Fastbridge assessment tools by district staff including: assessment coordinator, instructional coach, curriculum and instruction coordinator. These sessions are differentiated by grade level needs (PreK-5).
- All teachers participate in professional learning communities to analyze student data, discuss strategies, and conduct action research through an embedded Professional Learning Community (PLC) model.
- Additional district professional development is based on implementation of the 5D Instructional Framework from the University of Washington, Center for Educational Leadership. Sessions focus on purpose (standards and learning targets), student engagement (intellectual work, strategies and accountable talk), curriculum & pedagogy (materials, strategies and scaffolds), assessment for learning (formative and adjustments), and classroom environment & culture (physical, routines and rituals, culture) for rigorous and effective literacy instruction. Learning sessions for teachers are identified using observation data from the 5D+ Teacher Evaluation Rubric.

VI. Curriculum and Instruction System

Benchmark Literacy, aligned with the MN Common Core ELA Standards, was adopted as part of a mid-year course correction in January 2013. All Brooklyn Center elementary students participate in a balanced literacy model during core instruction using Benchmark materials. Intentional, explicit writing instruction is embedded in all science and social studies units throughout the year.

Developmental Stages of Reading

Emergent Readers

Pre-Reading to Step 2 (Book Levels A-B)

- Develop the ability to hear separate sounds in words (phonemic awareness)
- Know most letter names and associated sounds • Read familiar text orally, matching word-by-word (often following with their finger) • Use information from pictures for understanding and for support in words solving

Early Readers

Step 2 to Step 6 (Book Levels B-I)

- Recognize many high frequency words automatically • Use letter-sound information along with meaning and language to solve words • Read easy text with some fluency and attention to punctuation • Develop the ability to make inferences and interpret text using various strategies

Transitional Readers

(Book Levels I-M)

- Use multiple sources of information flexibly while reading for meaning • Begin to sustain silent reading of longer texts • Use pictures for information but do not overly rely on them for comprehension • Build meaning as they read stories, connecting earlier and later parts of a text

Self-extending Readers

(Book Levels M-P)

- Problem solve words flexibly with minimal disruption of the flow of reading • Sustain reading of texts independently over several days • Try out multiple strategies to support comprehension in difficult text (e.g., test out own understanding by paraphrasing or self-questioning) • Incorporate new information into their own understanding of a topic while reading nonfiction text.

VII. Student Support System for English Learners

To meet the unique needs of English 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

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- Accelerated instruction that highlights critical literacy skills and multifaceted academic language
- Tools for analyzing the linguistic complexities of complex text and tasks
- Abundant opportunities for structured and meaningful interaction and collaboration

The master schedule is organized so that students are grouped for differentiation by language proficiency levels (determined by ACCESS results) and 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, but we wanted to implement unit-specific plans and rubrics that contained the following components broken down by proficiency level (entering/emerging, developing, bridging/reaching):

- ELD Standards
- Language Functions
- Domains required for performance evaluation
- Instructional resources (student text, teacher resources, assessment tools)
- Academic language - specific examples of expected linguistic complexity, language control, and vocabulary usage that fit that unit
- Instructional Activities by proficiency level (What does the student do, what support does the teacher give, what is the targeted language that provides the success criteria for academic language students should be able to comprehend and use)
- Assessment and Corrective Feedback (performance- how does the student demonstrate, Evaluation tool & data collection, and how does the teacher communicate corrective feedback)

ELD Instruction will:

- emphasize listening, speaking, and incorporate reading and writing daily.
- explicitly teach the elements of English (i.e., vocabulary, grammar, syntax, functions and conventions).
- provide students with corrective feedback on form.
- emphasize listening, speaking, and incorporate reading and writing daily.
- explicitly teach the elements of English (i.e., vocabulary, grammar, syntax, functions and conventions).
- provide students with corrective feedback on form.
- emphasize academic language as well as conversational language.
- attend to communication and language-learning strategies and incorporate them into ELD instruction.
- maximize the use of English and the primary language will only be used strategically.

Professional Development: As a district, we have designed a professional development plan to support the growth of academic language for all students receiving EL services in all classrooms. EL staff are working with regular education teachers in grade level teams to help

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them understand the individual student results for the students in their classrooms and what the WIDA “Can-Do” descriptors might mean in the classroom and we provide annual district wide professional learning for teachers focused on specific strategies, scaffolding and differentiation to support the language proficiency levels of our English Learners. Our QComp coaches are supporting this work through ongoing coaching.