

Local Literacy Plan - Read Well by Third Grade

2022-2023 School Year

Strategic Plan Mission Statement

EMPOWER EACH LEARNING TO SUCCEED IN OUR DIVERS AND CHANGING WORLD

Strategic Plan Belief Statements

We believe:

- Each learner will be challenged to develop his/her full potential.
- Learning is a lifelong process that enriches our lives.
- Education is a partnership among school, family, and community.
- There are expectations of quality for ourselves and for others.
- Our school district values & reflects culturally diverse talents, backgrounds & viewpoints.
- All students should take responsibility for their own success.
- Our staff are highly qualified and should be reflective of our student body.

Bemidji Area Schools developed a Local Literacy Plan to ensure compliance with Minnesota Statute 120B.12. Teachers in District #31 will provide comprehensive, balanced literacy instruction based on best practices and research-based instruction and interventions.

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Introduction

Bemidji Area Schools is a diverse, thriving, and dynamic public school system located in the heart of Northern MN. With six elementary schools sprawling across the community, Bemidji Area Schools are full of potential, creativity, and life. Being a diverse district, many students come to school carrying a multitude of abilities, styles, strengths, and cultural backgrounds. As a district of professional educators Bemidji appreciates the similarities and differences each student brings. Bemidji Area Schools embrace and celebrate the differences while utilizing the strengths of each student to reach a common goal of proficient literacy.

The Minnesota State Legislature has adopted statutes to guide districts as they work to ensure all students are reading at or above grade level by third grade. The Minnesota Statute 120B.12 requires that all school districts, assess students' level of proficiency and identify student not reading at grade level. It also requires that districts notify and involve parents and guardians when their child is not yet reading at grade level, and that they intervene with scientifically based reading interventions to accelerate student learning. Districts also must train and support all elementary teachers in scientifically based and culturally sensitive instructional approaches.

Statement of Literacy Goals

The goal of Bemidji Area Schools is to ensure all students are proficient in literacy, as demonstrated through the established screening, diagnostic, and summative measurement processes. In addition to Bemidji School Board's District-wide goal for literacy, each individual school setting has specific reading achievement targets. Bemidji School District's six elementary schools each have objectives that pair with their uniquely individual needs and settings. Each elementary schools' goal is designed to fit their literacy needs. These goals are laid out in their individual school improvement plans.

To ensure that students are reading at or above grade level by third grade, it is imperative that we provide quality instruction in every tier of our education system. Core instruction is an area of focus for the district, with the understanding that quality core instruction will produce fewer students with intervention need. The following are the universal expectations for reading instruction within Bemidji School District's core setting:

- 120 minutes of English Language Arts instruction at grade levels kindergarten through fifth grade
- Balanced literacy approach- teacher read/write aloud, shared read/write, guided read/write, and independent read/write (see My View Component Expectations)
- Gradual Release of Responsibility
- Best practice instruction in five components of reading phonemic awareness, phonics, vocabulary, fluency, and comprehension
- Instruction designed to meet the 2010 English Language Arts Standards (Common Core Standards)
- Multi-Tiered Systems of Support (MTSS) framework and process- process for teachers to ensure personalized learning for all students to reach their potential
- School Improvement Plans (SIP) that address reading goals at every site

MyView Reading Components Expectations

Instructional Components	Time Allotted	Responsible for Each Component
Reading Workshop	20 Minutes	<p>Whole group taught by the Classroom Teacher to all students</p> <p>Foundation Skills Shared Reading Close Reading</p>
Reading - Writing Workshop Bridge	10 Minutes	<p>Whole group taught by the Classroom Teacher to all students</p> <p>Academic Vocabulary Handwriting</p>
Small Group/Independent	40 Minutes (<i>At Least Two Groups-approximately 15-20 Minutes</i>)	<p>Classroom Teachers works with small group. (By the end of the week they will have met with every student.)</p> <p><i>Interventionist Pull Out or Push In</i></p>
Writing Workshop	10 Minute Mini Lesson 30 Minute Small Group/Independent	<p>Mini Lesson is given to all students by the classroom Teacher</p> <p><i>Interventionist Pull Out or Push In after mini lesson</i></p>
Reading-Dash Writing Workshop Bridge	10 Minutes	<p>Whole group taught by the Classroom Teacher</p> <p>Spelling Language</p>

Process for Assessing Reading Proficiency

Bemidji Area Schools use a variety of ways to gather information about students' level of reading. All students are assessed three times a year using a universal screening assessment. This assessment is a quick snapshot of the students' abilities and will provide a general indicator as to who may be at-risk of falling behind. If a student scores within the at-risk range, educators can dial down with one of the diagnostic assessments within the district. The diagnostic assessment will better inform the teacher and parent if the student truly has a specific literacy need. If there is a need, an intervention will be designed to accelerate the students learning. Each intervention will be monitored for progress using a norm-based assessment through FastBridge. This process is referred to as progress monitoring. The progress monitoring procedure is very quick and easy and provides information ensuring the intervention is working.

The following pages offer explanations to the assessments and the timeline of offerings.

Explanation of Assessments

Screening

Administered to all students fall, winter, and spring.

Provides a first look at students and can be used to identify students who are at-risk to ensure proficiency.

- NWEA MAP Survey with Goals (grades 2-5)
- NWEA MAP Primary Survey with Goals (grades K-1)

Diagnostic

Administered to students who are at-risk, determined by screening.

Provides a detailed look at students' knowledge and skills within a specific area of need.

- FastBridge aReading or early reading

Progress

Administered to students who are receiving intervention.

Provides information to determine if the intervention instruction is effective.

- FastBridge progress monitoring

Bemidji Area Schools 2022-2023 Assessment Calendar

Fall 2022

Window	Grade	Assessment	Purpose	Est. Time	Level	Results
September 12 - October 28	K-5	Fastbridge	Secondary Screener and Progress Monitoring for Reading and Math	30 minutes per subject	District	Composite Score
September 12 - October 7	K-9	NWEA - MAP	Reading/Math Benchmarking and Progress Monitoring	1 hour per subject	District	RIT Score/Growth Summary (Fall to Spring)

Winter 2023

Window	Grade	Assessment	Purpose	Est. Time	Level	Results
January 9 - February 3	K-9	NWEA - MAP	Reading/Math Benchmarking and Progress Monitoring	1 hour per subject	District	RIT Score/Growth Summary (Fall to Spring)
January 17 - February 3	K-5	Fastbridge	Secondary Screener and Progress Monitoring for Reading and Math	30 minutes per subject	District	Composite Score

Spring 2023

Window	Grade	Assessment	Purpose	Est. Time	Level	Results
January 30 - March 24	K-12	ACCESS for ELLs and Alternate ACCESS for ELLs	English Language Development	3.5 Hours	State	District, School and Individualized Student Reports
March 6 - May 5	3-8, 11	MCA Math	Measures students' progress toward meeting academic standards	1.5 to 3 hours	State	District, School and Individualized Student Reports
March 6 - May 5	3-8, 10	MCA Reading	Measures students' progress toward meeting academic standards	1.5 to 3 hours	State	District, School and Individualized Student Reports
March 6 - May 12	5, 8, HS	MCA Science	Measures students' progress toward meeting academic standards		State	District, School and Individualized Student Reports
March 6 - May 5	3-8, HS	MTAS Reading, Math, Science	Measures students' progress toward meeting academic standards	1.5 to 3 hours	State	District, School and Individualized Student Reports
April 17 - May 19	K-9	NWEA - MAP	Reading/Math Benchmarking and Progress Monitoring	1 hour per subject	District	RIT Score/Growth Summary (Fall to Spring)
April 24 - May 12	K-5	Fastbridge	Secondary Screener and Progress Monitoring for Reading and Math	30 minutes per subject	District	Composite Score

Bemidji Area Schools FastBridge Assessments 2022 - 2023

Name of Assessment	Testing Window	Grade Level						Purpose	Who Administers	Important Notes
		K	1	2	3	4	5			
Early Reading English	Fall (9.12.22 - 10.28.22) Winter (1.17.23 - 2.10.23) Spring (4.24.23 - 5.12.23)	*	* F					Screener, proficiency, and growth	Title Staff	The Target Composite Scores are predictors of spring-broad reading achievement in grades K and 1. Assessment data will be reported to the state for the <i>Read Well by Third Grade</i> report. Grade 1 will not take this assessment in Winter, unless data supports it.
Early Math	Fall (9.12.22 - 10.28.22) Winter (1.17.23 - 2.10.23) Spring (4.24.23 - 5.12.23)	*	* F					Screener, proficiency, and growth	Title Staff	The Target Composite Scores are predictors of spring-broad math achievement in grades K and 1. Grade 1 will not take this assessment in Winter, unless data supports it.
aMath	Fall (9.12.22 - 10.28.22) Winter (1.17.23 - 2.10.23) Spring (4.24.23 - 5.12.23)		*	*	*	*	*	Screener, proficiency, and growth	Title Staff	Effective services ensure that all students progress toward well-defined End of Year (EOY) learning goals. Set the EOY Goal. Compares the Predicted with the EOY Goal and Benchmark.
aReading	Fall (9.12.22 - 10.28.22) Winter (1.17.23 - 2.10.23) Spring (4.24.23 - 5.12.23)		*	*	*	*	*	Screener, proficiency, and growth	Title Staff	Effective services ensure that all students progress toward well-defined End of Year (EOY) learning goals. Set the EOY Goal. Compares the Predicted with the EOY Goal and Benchmark.
CBMreading English and CBMmath	Fall (9.12.22 - 10.28.22) Winter (1.17.23 - 2.10.23) Spring (4.24.23 - 5.12.23)			*	*	*	*	Screener, proficiency, and growth	Title Staff	
CBMmath Automaticity - Level 2 & 3 GOM	Fall (9.12.22 - 10.28.22) Winter (1.17.23 - 2.10.23) Spring (4.24.23 - 5.12.23)			*	*	*	*	Screener, proficiency, and growth	Title Staff	
Progress Monitoring	All Year	*	*	*	*	*	*	Proficiency and Growth	Title Staff	Students receiving Tier 2/3 intervention instruction. Students will be Progress Monitored every other week.
New Students	As needed	*	*	*	*	*	*		Title Staff	Assessments to be administered will be determined based on student's entrance information.

Explanation of Assessment Results

At or Above Benchmark

Students scoring at or above the 50th percentile.

Students scoring in this percentile are considered at Tier 1.

50th percentile through the 90th percentile are considered at benchmark.

Strategic

Students scoring between the 26th and 49th percentile.

Students scoring in this percentile are considered at Tier 2 and will receive additional support.

26th percentile through the 49th percentile are considered strategic.

Intensive

Students scoring at or below the 25th percentile.

Students scoring in this percentile are considered at Tier 3 and will receive intensive support.

25th percentile and below are considered intensive.

Bemidji Literacy Assessment and Percentile Schedule

KINDERGARTEN

ADVANCED (Tier 1+)	BENCHMARK (Tier 1)	STRATEGIC (Tier 2)	INTENSIVE (Tier 3)
90th+ percentile	50-89th percentile	26th-49th percentile	<25th percentile
FALL:	FALL:	FALL:	FALL:
MAP: 159+ FAST earlyReading Composite: 42+ <i>concepts of print, onset sounds letter name, letter sound</i>	MAP: 142-158 FAST earlyReading Composite 34-41 <i>concepts of print, onset sounds letter name, letter sound</i>	MAP: 133-141 FAST earlyReading Composite: 31-33 <i>concepts of print, onset sounds letter name, letter sound</i>	MAP: 132- FAST earlyReading Composite: 30- <i>concepts of print, onset sounds letter name, letter sound</i>
WINTER:	WINTER:	WINTER:	WINTER:
MAP: 168+ FAST earlyReading Composite: 62+ <i>onset sounds, letter sounds word segmenting & nonsense word</i> Guided Reading Level: C+	MAP: 152-167 FAST earlyReading Composite: 52-61 <i>onset sounds, letter sounds word segmenting & nonsense word</i> Guided Reading Level: B	MAP: 144-151 FAST earlyReading Composite: 47-51 <i>onset sounds, letter sounds word segmenting & nonsense word</i> Guided Reading Level: A	MAP: 143- FAST earlyReading Composite: 46- <i>onset sounds, letter sounds word segmenting & nonsense word</i> Guided Reading Level: Letter sound
SPRING:	SPRING:	SPRING:	SPRING:
MAP: 175+ FAST earlyReading Composite: 82+ <i>letter sound, word segmenting nonsense word, sight words</i> Guided Reading Level: D+	MAP: 159-174 FAST earlyReading Composite: 66-81 <i>letter sound, word segmenting nonsense word, sight words</i> Guided Reading Level: C	MAP: 150-158 FAST earlyReading Composite: 60-65 <i>letter sound, word segmenting nonsense word, sight words</i> Guided Reading Level: B	MAP: 149- FAST earlyReading Composite: 59- <i>letter sound, word segmenting nonsense word, sight words</i> Guided Reading Level: A

*MAP: is an adaptive assessment that is nationally normed and computerized, therefore, it should be the priority score when making instructional decisions

Bemidji Literacy Assessment and Percentile Schedule

GRADE ONE

ADVANCED (Tier 1+)	BENCHMARK (Tier 1)	STRATEGIC (Tier 2)	INTENSIVE (Tier 3)
90th+ percentile	50-89th percentile	26th-49th percentile	<25th percentile
FALL:	FALL:	FALL:	FALL:
MAP: 178+ FAST earlyReading Composite: 71+ <i>word segmenting, nonsense word, sight words, sentence reading</i> FAST CBM: 86+ Guided Reading Level: D+	MAP: 161-177 FAST earlyReading Composite: 37-70 <i>word segmenting, nonsense word, sight words, sentence reading</i> FAST CBM: 20-85 Guided Reading Level: C	MAP: 153-160 FAST earlyReading Composite: 29-36 <i>word segmenting, nonsense word, sight words, sentence reading</i> FAST CBM: 10-19 Guided Reading Level: B	MAP: 152- FAST earlyReading Composite: 28- <i>word segmenting, nonsense word, sight words, sentence reading</i> FAST CBM: 9- Guided Reading Level: A
WINTER:	WINTER:	WINTER:	WINTER:
MAP: 189+ FAST aReading: 489+ FAST CBM: 110+ Guided Reading Level: G+	MAP: 172-188 FAST aReading: 462-488 FAST CBM: 48-109 Guided Reading Level: F	MAP: 163-171 FAST aReading: 444-461 FAST CBM: 25-47 Guided Reading Level: D	MAP: 162- FAST aReading: 443- FAST CBM: 24- Guided Reading Level: C-
SPRING:	SPRING:	SPRING:	SPRING:
MAP: 196 FAST aReading: 499+ FAST CBM: 133+ Guided Reading Level: K+	MAP: 178-195 FAST aReading: 474-498 FAST CBM: 76-132 Guided Reading Level: J	MAP: 169-177 FAST aReading: 457-473 FAST CBM: 46-75 Guided Reading Level: I=H/I	MAP: 168- FAST aReading: 456- FAST CBM: 45- Guided Reading Level: G-

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Bemidji Literacy Assessment and Percentile Schedule

GRADE TWO

ADVANCED (Tier 1+)	BENCHMARK (Tier 1)	STRATEGIC (Tier 2)	INTENSIVE (Tier 3)
90th+ percentile	50-89th percentile	26th-49th percentile	<25th percentile
FALL:	FALL:	FALL:	FALL:
MAP: 195+ FAST aReading: 504+ FAST CBM: 137+ Guided Reading Level: K+	MAP: 189-194 FAST aReading: 475-503 FAST CBM: 66-136 Guided Reading Level: J	MAP: 165-188 FAST aReading: 459-474 FAST CBM: 37-65 Guided Reading Level: I	MAP: 164- FAST aReading: 458- FAST CBM: 36- Guided Reading Level: H-
WINTER:	WINTER:	WINTER:	WINTER:
MAP: 204+ FAST aReading: 512+ FAST CBM: 161+ Guided Reading Level: L+	MAP: 185-203 FAST aReading: 488-511 FAST CBM: 93-160 Guided Reading Level: K	MAP: 175-184 FAST aReading: 472-487 FAST CBM: 67-92 Guided Reading Level: J	MAP: 174- FAST aReading: 471- FAST CBM: 66- Guided Reading Level: I-
SPRING:	SPRING:	SPRING:	SPRING:
MAP: 208+ FAST aReading: 518+ FAST CBM: 161+ Guided Reading Level: N+	MAP: 189-207 FAST aReading: 496-517 FAST CBM: 112-160 Guided Reading Level: M	MAP: 179-188 FAST aReading: 479-495 FAST CBM: 84-111 Guided Reading Level: L	MAP: 178- FAST aReading: 478- FAST CBM: 83- Guided Reading Level: K-

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Bemidji Literacy Assessment and Percentile Schedule

GRADE THREE

ADVANCED (Tier 1+)	BENCHMARK (Tier 1)	STRATEGIC (Tier 2)	INTENSIVE (Tier 3)
90th+ percentile	50-89th percentile	26th-49th percentile	<25th percentile
FALL:	FALL:	FALL:	FALL:
MAP: 209+ FAST aReading: 519+ FAST CBM: 147+ Guided Reading Level: N+	MAP: 189-208 FAST aReading: 496-518 FAST CBM: 97-146 Guided Reading Level: M	MAP: 179-188 FAST aReading: 479-495 FAST CBM: 69-96 Guided Reading Level: L	MAP: 178- FAST aReading: 478- FAST CBM: 68- Guided Reading Level: K-
WINTER:	WINTER:	WINTER:	WINTER:
MAP: 215+ FAST aReading: 523+ FAST CBM: 166+ Guided Reading Level: O+	MAP: 196-214 FAST aReading: 504-522 FAST CBM: 120-165 Guided Reading Level: N	MAP: 186-195 FAST aReading: 490-503 FAST CBM: 94-119 Guided Reading Level: M	MAP: 185- FAST aReading: 489- FAST CBM: 93- Guided Reading Level: L-
SPRING:	SPRING:	SPRING:	SPRING:
MAP: 218+ FAST aReading: 528+ FAST CBM: 180+ Guided Reading Level: Q+	MAP: 199-217 FAST aReading: 508-527 FAST CBM: 134-179 Guided Reading Level: P	MAP: 189-198 FAST aReading: 495-507 FAST CBM: 107-133 Guided Reading Level: O	MAP: 188- FAST aReading: 494- FAST CBM: 106 Guided Reading Level: N-

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Bemidji Literacy Assessment and Percentile Schedule

GRADE FOUR

ADVANCED (Tier 1+)	BENCHMARK (Tier 1)	STRATEGIC (Tier 2)	INTENSIVE (Tier 3)
90th+ percentile	50-89th percentile	26th-49th percentile	<25th percentile
FALL:	FALL:	FALL:	FALL:
MAP: 218+ FAST CBM: 174+ FAST aReading: 530+ Guided Reading Level: Q+	MAP: 199-217 FAST CBM: 125-173 FAST aReading: 508-529 Guided Reading Level: P	MAP: 189-198 FAST CBM: 99-124 FAST aReading: 496-507 Guided Reading Level: O	MAP: =188- FAST CBM: 98- FAST aReading: 495- Guided Reading Level: N-
WINTER:	WINTER:	WINTER:	WINTER:
MAP: 223+ FAST CBM: 190+ FAST aReading: 535+ Guided Reading Level: R+	MAP: 204-222 FAST CBM: 142-189 FAST aReading: 514-534 Guided Reading Level: Q	MAP: 195-203 FAST CBM: 117-141 FAST aReading: 502-513 Guided Reading Level: P	MAP: 194- FAST CBM: 116- FAST aReading: 501- Guided Reading Level: O-
SPRING:	SPRING:	SPRING:	SPRING:
MAP: 225+ FAST CBM: 204+ FAST aReading: 539+ Guided Reading Level: T+	MAP: 207-224 FAST CBM: 156-203 FAST aReading: 518-538 Guided Reading Level: S	MAP: 197-206 FAST CBM: 131-155 FAST aReading: 506-517 Guided Reading Level: R	MAP: 196- FAST CBM: 130- FAST aReading: 505- Guided Reading Level: Q-

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Bemidji Literacy Assessment and Percentile Schedule

GRADE FIVE

ADVANCED (Tier 1+)	BENCHMARK (Tier 1)	STRATEGIC (Tier 2)	INTENSIVE (Tier 3)
90th+ percentile	50-89th percentile	26th-49th percentile	<25th percentile
FALL:	FALL:	FALL:	FALL:
MAP: 225+ FAST CBM: 193+ FAST aReading: 542+ Guided Reading Level: T+	MAP: 206-224 FAST CBM: 142-192 FAST aReading: 518-541 Guided Reading Level: S	MAP: 196-205 FAST CBM: 116-141 FAST aReading: 504-517 Guided Reading Level: R	MAP: 195- FAST CBM: 115- FAST aReading: 503- Guided Reading Level: Q-
WINTER:	WINTER:	WINTER:	WINTER:
MAP: 229+ FAST CBM: 209+ FAST aReading: 546+ Guided Reading Level: U	MAP: 210-228 FAST CBM: 158-208 FAST aReading: 522-545 Guided Reading Level: T	MAP: 201-209 FAST CBM: 131-157 FAST aReading: 510-521 Guided Reading Level: S	MAP: 200- FAST CBM: 130- FAST aReading: 509- Guided Reading Level: R
SPRING:	SPRING:	SPRING:	SPRING:
MAP: 231+ FAST CBM: 224+ FAST aReading: 550+ Guided Reading Level: V+	MAP: 212-230 FAST CBM: 172-223 FAST aReading: 526-549 Guided Reading Level: V	MAP: 203-211 FAST CBM: 145-171 FAST aReading: 513-525 Guided Reading Level: U	MAP: 202- FAST CBM: 144- FAST aReading: 512- Guided Reading Level: T-

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Instruction and Intervention Decision-Making Process

Tier 1 Instruction: The first tier of instruction is referred to as the core instructional program, and is provided for all students. All classroom staff are expected to utilize best-practices instructional methodology and use the adopted literacy frameworks and materials with fidelity. All PreK-5 students interact with grade-level text to build a foundation of strong reading skills, deep comprehension strategies and critical thinking about text. Students not yet reading at grade level need supported interaction with grade-level texts to: build foundations of background knowledge, experience excellent reading, writing, and language models, engage in discussions to build oral language and vocabulary, enjoy a variety of text genres, engage with informational text, and participate in critical thinking with teachers and peers. Teachers address students in flexible groups and with leveled text to allow students to practice reading skills and strategies at their level. Teachers create flexible groups using assessment data to ensure that each student shows growth. When students are interested in the topics, they are reading about they often learn more and sustain interest. Therefore, all students choose and read self-selected text during reading to self-opportunities.

Tier 2 Instruction: The second tier of instruction includes targeted interventions for students not yet making sufficient growth in the classroom. While benefiting from whole class and flexible grouping instruction, some students need more time and different materials or instruction to accelerate growth to grade level proficiency. Intervention needs must be drilled down to one of the five components of reading: phonemic awareness, phonics/word study, vocabulary, fluency, and comprehension. Tier two instruction may be offered from a classroom teacher, a reading interventionist or a support paraprofessional. Tier two instruction must be in addition to core instruction thus not offered at the same time.

Tier 3 Instruction: The third tier of instruction are targeted interventions for students not making sufficient growth with classroom and targeted interventions (described in tier two above). Students in tier three receive additional instruction and may use alternative curriculum to meet the readers specific academic needs. Tier three instruction may be offered from a classroom teacher or a reading interventionist. Tier three instruction must be in addition to core instruction thus not offered at the same time.

Results from the assessments outlined above are frequently disaggregated and analyzed at the district, site, grade, and classroom level. The analysis occurs in our district and school multi-tiered system of support (MTSS) meetings. The foundation of MTSS includes: data collection, instruction, and interventions. The MTSS process incorporates identifying students' needs, designing a tiered system of support that rests on strong core instruction, frequently monitoring students who are underachieving, and changing interventions when students are not progressing to their expected level. Throughout the school year this framework allows professionals the opportunities to problem solve and create or alter intervention opportunities, helping students fulfill their individual literacy goals. Generally, the MTSS framework provides a hierarchy of steps to help students who struggle. If students continue to struggle despite differentiated whole and small group instruction in the core (Tier 1), the student will receive a small group intervention (Tier 2). Both commercial program interventions and evidence-based strategy interventions are provided in Bemidji Area Schools. The intervention may be provided by a classroom teacher, an interventionist, or a support paraprofessional from programs like Minnesota Reading Corps or Title I. If interventions in Tier 2 are unsuccessful, the student may be given more intensive, Tier 3 interventions involving more time and smaller group size.

The analysis of student needs is continually ongoing. Flexible groups are proven to be more effective than static groups (Puzio and Colby, 2010). Students may receive instruction in a variety of formats and groupings. Students may enter and exit interventions throughout the school year, and the Bemidji Literacy Assessment and Percentile Schedule (previously listed) help guide the selection of students

Scientifically, Researched-Based Interventions

BEMIDJI AREA SCHOOLS – Reading Instruction Tier Breakdown

Tier 1 Core instruction	Grade Level	Size of Group	Entrance Criteria: Implement if Student has not reached Benchmark or at least the 25th percentile on:	Frequency	Length of Session	Progress Monitoring Probe	Continue Intervention for:	Exit Criteria: Discontinue Implementation when student reaches Benchmark
Whole group standards based instruction	K-12	Whole class	All students receive Tier 1 instruction regardless of their entrance criteria	Daily	20-30 minutes	Common formative assessments	Year long	NA
Guided Reading	K-5	Small groups	All students receive Tier 1 instruction regardless of their entrance criteria	Lowest group daily to highest group 2x week	up to 20 minutes per group	Guided Reading assessments including: running records and benchmark levels	Year long	NA
Independent reading	K-12	All Students	All students receive Tier 1 instruction regardless of their entrance criteria	Daily	15-40 minutes per day		Year long	NA
Name of Tier 2 Intervention	Grade Level	Size of Group	Entrance Criteria: Implement if Student has not reached Benchmark or at least the 25th percentile on:	Frequency	Length of Session	Progress Monitoring Probe	Continue Intervention for:	Exit Criteria: Discontinue Implementation when student reaches Benchmark on:
Sound Boxes (Phonemic Awareness)	K and 1	1 - 3	FAST Early Reading or PAST	At least 3 times per week	At least 10 minutes	FAST Word Segmenting	At least 6 weeks or until student meets Exit Criteria	FAST early reading Word Segmenting
Blending Pathway (Phonemic Awareness)	K and 1	1 - 3	PAST (Phoneme Blending Task) or Phoneme Blending Assessment (PBA)	At least 3 times per week	At least 10 minutes	PAST (Phoneme Blending Task) or Phoneme Blending Assessment (PBA)	At least 6 weeks or until student meets Exit Criteria	PAST Benchmark: 5 or 6 of 6, or See Blending Pathway Intervention for PBA

Flashcard Procedure (Letter Naming)	K and 1	1 - 3	Primary MAP Growth or QPS (Task 1a)	At least 3 times per week	At least 10 minutes	FAST early reading Letter naming	At least 6 weeks or until student meets Exit Criteria	FAST letter naming or QPS (Task 1a) ID Skills checklist
Flashcard Procedure (Letter Sounds)	K+	1 - 3	Primary MAP Growth or has not mastered letter sounds	At least 3 times per week	At least 10 minutes	FAST early reading letter sounds	At least 6 weeks or until student meets Exit Criteria	FAST letter sound or QPS (Task 1b) Letters to Sounds Skills checklists
Three Ways of Remembering (Letter Names or Sounds)	K and 1	1 - 3	Primary MAP Growth or has not mastered letter names or sounds	At least 3 times per week	At least 10 minutes	FAST early reading letter naming/sounds	At least 6 weeks or until student meets Exit Criteria	FAST letter name or sound or QPS (Task 1a or b) Letters to Sounds Skills checklists
Line-by-Line Letter ID (Letter Names or Sounds)	K and 1	1	Primary MAP growth or has not mastered letter names or sounds	At least 3 times per week	At least 10 minutes	FAST early reading letter naming/sounds	At least 6 weeks or until student meets Exit Criteria	FAST letter name or sound or QPS (Task 1a or b) ID Skills checklist
Sound Boxes (Phonics)	1+	1 - 3	MAP Reading Phoneme ID Skills checklist, QPS, or Spelling Inventory	At least 3 times per week	At least 10 minutes	FAST early reading letter sounds	At least 6 weeks or until student meets Exit Criteria	FAST letter sound or QPS (Task 2 or higher depending on grade level)
Flashcard Procedure (Sight Words)	K+	1 - 3	Curriculum Sight Word Checklist, San Diego Quick Assessment, or other graded word list	At least 3 times per week	At least 10 minutes	Curriculum Sight Word Checklist or FAST early reading sight word	At least 6 weeks or until student meets Exit Criteria	Curriculum Sight Word Checklist, San Diego Quick Assessment, or other graded word list
Four Square (Vocabulary)	1+	1 - 3	MAP or MCA Vocabulary, or does not perform well on curricular vocabulary assessments	4 to 5 times per week	At least 15 minutes	Curriculum vocabulary assessments	At least 12 weeks or until student meets Exit Criteria	MAP, MCA, or Curriculum vocabulary assessments
Journal (Vocabulary)	1+	1 - 3	MAP or MCA Vocabulary, or does not perform well on curricular vocabulary assessments	4 to 5 times per week	At least 15 minutes	Curriculum vocabulary assessments	At least 12 weeks or until student meets Exit Criteria	MAP, MCA, or Curriculum vocabulary assessments
Read, Cover, Remember, Retell (Comprehension)	2+	1 - 3	MAP, MCA or other curriculum comprehension assessment	3 to 5 times per week	At least 20 minutes	FAST CBMProbe with comprehension check	At least 12 weeks or until student meets Exit Criteria	FAST CBM probe with comprehension check @ grade level or MAP, MCA or other curriculum
Click or Clunk? (Comprehension)	2+	1 - 3	MAP, MCA or other curriculum comprehension assessment	3 to 5 times per week	At least 20 minutes	FAST CBMProbe with comprehension check	At least 12 weeks or until student meets Exit Criteria	FAST CBM probe with comprehension check @ grade level or MAP, MCA or other curriculum
Tier 3 Interventions	Grade Level	Size of Group	Entrance Criteria: Implement if Student has not made growth within the tier 1 and 2 core and intervention instruction.	Frequency	Length of Session	Progress Monitoring Probe	Continue Intervention for:	Exit Criteria: Discontinue Implementation when student reaches Benchmark
Great Leaps	K-2	1	Phonological skills, letter recognition, letter sounds phonics, high frequency, words and phrases and fluency	Daily	10-30 minutes	FAST	As needed until criteria is met	Discontinue when student reaches Benchmark or at least the 25th percentile on MAP or MCA or

BEMIDJI AREA SCHOOLS - Commercial Reading Intervention Programs

The following intervention programs are utilized in many of the district's schools. **These interventions must be used as indicated by the developers and implemented with fidelity in order to be considered a viable intervention within the district's Multi Tier Systems of Support program.**

Name of Intervention Program	Grade Level	Size of Group	For Students with Difficulties in:	Entrance Criteria:	Suggested Frequency	Suggested Length of Session	Progress Monitoring Probe	Continue Intervene	Exit Criteria:
Leveled Literacy Intervention (Fountas and Pinnell)	K – 5	5	Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension	Below grade level in MAP or MCA; or as indicated by diagnostic assessment	Daily	30 minutes (Grades K-2) 45 minutes (Grades 3-5)	LLI Running Record	12 – 20 weeks or until student meets Exit Criteria, or	Discontinue when student reaches Benchmark or at least the 25th percentile on MAP, or MCA; or performs at grade-level on the Fountas and Pinnell Benchmarking
Read Naturally	1+	1-4 (Students can pair up)	Fluency	Below benchmark on MAP	3 to 5 times per week	30 minutes	FAST CBM Probes	At least 12 weeks or until	Discontinue when student reaches Benchmark or at least the 25th percentile on
Peer-Assisted Learning Strategies - Reading (PALS)	Pre-K - 12	Whole class or fewer	Phonemic Awareness, Alphabetic Principle, Fluency, Comprehension	Below benchmark in MAP	At least 3-4 times per week depending on the grade	30 – 35 minutes (in peer partnerships)	FAST CBM Probes 2+, FAST early reading letter name or sounds K,1	As needed or until student meets	Discontinue when student reaches Benchmark or at least the 25th percentile on MAP, or has shown and
Preteaching or Reteaching with MyView MyFocus intervention	K-5	up to 5	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	Below grade level in MAP or MCA; or as indicated by diagnostic assessment	Daily	30 minutes		As needed until student meets Exit Criteria	Discontinue when student reaches Benchmark or at least the 25th percentile on MAP, or MCA; or performs at grade-level on common formative assessments. Another option, grade-level on the Fountas and
REWARDS	4 - 6	Whole class or fewer	Multi-Syllabic Word Decoding and Analysis, Fluency	Below grade level in MAP or MCA; or as indicated by diagnostic assessment	Daily	45 – 50 minutes, or 25 – 30 minutes (if a lesson is to be divided over 2 days)	Running record, or program- provided assessment tools, MAP Skills		Discontinue when student reaches Benchmark or at least the 25th percentile on MAP, or MCA; or performs at grade-level on common formative assessments. Another option, grade-level on the Fountas and Pinnell Benchmarking

Process For Notifying & Involving Parents

Parents and families will be communicated with continually concerning all facets of a student's development. In regards to literacy, below are common questions and answers families may have.

What is my child learning in reading class?

Teachers at your child's school are working very hard to make sure he or she can read, write, speak, and listen effectively. The school district's Language Arts Curriculum Objectives, which are based on the national English/Language Arts (ELA) Common Core Standards, provide a list of the things a student should know and be able to do at each grade level. Teachers must teach the skills indicated in the curriculum objectives to ensure student success. Your child's teacher is using the Pearson *MyView* Reading/Language Arts program.

How do teachers know what my child's reading abilities are?

All Grades K-5 students in the Bemidji Area Schools are assessed in reading skills three times yearly using the NWEA MAP assessment. Students who score below the expected benchmark goal on the MAP assessment are looked at again through the lens of the FastBridge reading assessment. The cross-reference assessment comparison helps determine if there is truly a need for intervention. Often classroom resources such as the Fountas and Pinnell Benchmark Assessment or informal spelling inventories that can help teachers "red-flag" students who may be at-risk for future reading difficulties. In addition to traditional assessment options Bemidji Teachers have received trainings in how to use formative assessment to collect information on what their students understand. School personnel inform parents when these assessments are to occur by sending the informational letters home, and posting the testing calendar to the Bemidji District website.

If my child needs help in reading, what will the teachers do?

Teachers work in Multi-Tiered Systems of Support (MTSS) teams in their schools. These teams meet twice a month to review student progress and plan effective instruction. When a student needs help, teachers may give the student more assessments to find out where the problem areas are. Then, in MTSS teams, teachers write an intervention plan with the student's needs in mind. Interventions may last for as little as one month or may extend for several months. The student's progress is checked at least twice per month.

Students will receive small group or one-on-one interventions based on assessments showing what the students' needs are. All of these interventions are aligned to the required standards. Students who receive intervention commonly fit into a reading skill-based intervention group or a common all-encompassing intervention called Leveled Literacy Intervention (LLI). If you would like more information about the intervention or LLI program, please contact your child's teacher. Some grade K through grade 3 children may receive an intervention provided by a member of the Minnesota Reading Corps. Minnesota Reading Corps members serve as one-on-one tutors and provide research-based interventions to students who are just below proficiency in reading. The members tutor each student daily for 20 minutes to build phonics, phonemic awareness, and fluency skills. Reading Corps members work with a teacher at your child's school to make sure the right interventions are chosen.

How do teachers know if an intervention is working?

The goal of an intervention is to help the student develop the reading skills he or she needs to be successful in the classroom. During an intervention, teachers watch student progress and measure the student's reading growth. Student records can be shared with parents in the form of a graph. Teaching strategies are discussed and changed if a student is not having success. Sometimes students need to work in smaller groups or one-on-one with a teacher. Sometimes a student may need two interventions at once, one in the morning and one in the afternoon. Teachers help one another to find the most effective instructional practices. When a student's scores on monitoring assessments are at grade-level and his or her teacher feels he or she can be successful in the classroom, the intervention is ended. Parents are told of changes in the student's intervention plan using phone calls, emails, meetings, or letters home.

How will I know how my child's reading intervention is going?

It is important for parents and caregivers to understand the decisions made by teachers regarding your child's reading instruction. Teachers will share your child's test scores, intervention plan, and progress with you. If teachers can't seem to find an intervention that will help a student succeed, they may ask the school's Child Study Team for help. This group of special education/specific educators will: (1) look at detailed information on the student, further diagnose his or her needs using problem-solving strategies, and make recommendations for that student, (2) closely watch and review the recommendations, and (3) may decide to refer a student for special education assessment. Please feel free to contact your child's teacher at any time for more information about your child's progress.

How can I help my child at home?

Parents and caregivers can do many things at home to build children's reading skills. Teachers may send home books, reading logs, flashcards, or other resources you can use at home. Ultimately reading to and with your student may be the most beneficial practices you can do. Contact your child's teacher if you have any questions.

How will I (the parent) be contacted?

Parents and caregivers are contacted in a variety of ways. Examples are listed below:

1. Letters home informing parents and guardians of their child's assessment results, intervention needs, and academic progress.
2. Letters home informing parents of Title I/Special Ed Summary Statements.
3. Parent/Teacher Conferences where parents can learn about their child's academic needs, strengths, and achievements.
4. The Bemidji District where parents can learn resources, procedures, and data information about their child's school, teacher, and district.

Process For Notifying Public

Reporting to Stakeholders:

In the Bemidji School District, we believe in publicly communicating, sharing, and providing teachers, administrators, parents, and community members with ISD #31's data and results. This information can be found on the Bemidji School District's website through the World Best Workforce and Read Well by Third Grade links. These links can be found below:

Bemidji School District Website: <https://www.bemidji.k12.mn.us/>

District's RWBTG Link: <https://www.bemidji.k12.mn.us/curriculum/reading-well-home/>

WBWF Link: <https://www.bemidji.k12.mn.us/curriculum/worlds-best-workforce/>

The District also does the following:

1. Publishes a World's Best Workforce report by electronic means on the district website.
2. Transmits an electronic summary of its report to the commissioner which includes the results of the periodic survey of affected constituencies.
3. Annually reports the following to the commissioner:
 - Summary reading assessment results
 - Summary of efforts to screen and identify students with dyslexia or convergence insufficiency.
 - Dyslexia is classified as Specific Learning Disabilities (SLD). During a comprehensive evaluation, we include reading fluency, writing, and spelling assessments, areas of difficulty for students with dyslexia. We also assess memory: auditory, visual, working, short term and long term. During the intervention and evaluation stages, we gather information from families on learning patterns.
 - As part of our vision screening, we perform cover test, which is one of the three tests that an eye doctor will use to diagnose convergence insufficiency disorder. We will also have the spot screener.
 - A copy of our district's Literacy Plan
4. Posts our Local Literacy Plan to the district website.

Professional Development on Scientifically Based Reading Instruction (SBRI)

In Bemidji Area Schools, staff development and other supports for teachers are in place to promote the effective use of high-quality instructional reading practices. Teachers and specialists collaborate in a variety of ways and at a variety of levels to ensure competent use of instructional strategies in reading. District staff development and Title I and II monies support many of the in-service opportunities for teachers.

Much of the professional development specific to reading instruction is delivered to teachers on district-wide staff development days and in after-school staff development opportunities provided by our district MTSS specialists. Coaching for teachers in reading instruction and intervention is also provided by the district specialist as needed. Coaching is job-embedded and can occur as often as desired or needed. Other professional development in reading occurs at grade level meetings, district-wide staff development in-services, and at workshops provided by outside agencies such as the Northwest Service Cooperative and Pearson K-12 Learning.

- **MTSS Building Teams:** Classroom, Title I, and Special Education Teachers meet in Multi-Tiered Systems of Support teams at least twice monthly.
- **Building Student Growth Teams:** Representative teacher teams within each elementary school building meet once monthly with the principal. During these meetings teachers receive information and collaborate on how to meet the academic needs within their schools. They, in turn, deliver these strategies and practices to their building colleagues during staff meetings, grade level meetings, and/or PLCs.
- **Coaching:** The district's MTSS specialists are available for coaching, modeling of reading and math instruction and collaboration/ discussion with individual teachers and teacher teams across the district.

- **After School Professional Development:** The district's MTSS, technology, and cultural specialists provide multiple after-school trainings every month after school. They apply for District Staff Development funds to provide training resources and stipends for staff who attend.
- **District-Wide Data Retreat:** Annually in August, teacher and administrative representatives from across grade levels and disciplines meet in building teams to review assessment data and develop instructional goals and action plans.
- **School Improvement Planning:** School Improvement Plans are developed at every school in the fall and revisited throughout the school year.
- **Elementary-Level Trainings:** Title I funding will support the following trainings:
 - MN Reading Corps Internal Coach August Training
 - Title I teacher and paraprofessional training throughout the school year
 - FastBridge and other reading intervention training, as needed
- **Curriculum Review & Mapping:** Title II and District Staff Development provide training for curriculum teams to align their curriculum to MN Standards and create curriculum maps district wide.
- **Guided Reading & Writing:** District Staff Development grants provide stipends for teachers to attend reading training after school.
- **Continuing Education Credits in Reading:** The school district offers teachers workshops to help them meet the state continuing education requirement in reading several times per year.

Consistent Implementation of Comprehensive Research-Based Instruction

Implementation of Scientifically Based Reading Instruction

Bemidji Area Schools uses a multi-tiered system of support (MTSS) to plan and enhance reading instruction for all students. All Bemidji Area Elementary programs use Pearson *MyView* as the Tier 1 instructional program. The program was developed by a team of literacy experts, who incorporated educational best practices in reading throughout the program.

The following non-negotiables within the elementary classroom setting include:

- MyView curriculum reading and writing materials
- Flexible grouping as one of many research-based effective instructional strategies
- MyView writer's workshop materials
- Project-based inquiry
- Formative classroom assessments
- Technological skills
- Personalized learning within a multi-tiered system of support (MTSS)
- District approved interventions (see explanations of MTSS and interventions in this plan)
- MyView Curriculum word study/spelling instruction
- Use of other district-selected materials (selected novels, informational science and social studies text, choice materials both in digital and print formats in the classroom, school leveled library and media center)

All students receive the same core instruction (Tier 1); however, the instruction is differentiated in the classroom according to student need in the following ways:

- Leveled Readers - from a myriad of sources including MyView, Journeys, and supplemental book room texts (varies per site).
- Flexible small groups and *MyView & MyIntervention*, as well as supplemental materials in order to pre-teach or re-teach skills to students.
- Title I, reading interventionist, and special education teachers support small group and/or guided reading instruction.

Recognizing and Responding to Diverse and Cross-Cultural Learner Needs

Supporting Students' Cultural and Linguistic Needs

In Bemidji Area Schools, the highest student minority population is American Indian at 25.3%. Other minority populations include: 1.7% Black, 2.5% Hispanic, and 0.5% Asian. Less than 1% of our students are English Learner Learners. The district supports an Indian Education Program and a full-time EL teacher/coordinator. Training and supports are provided to teachers to assist them in effectively recognizing students' diverse needs and instructing with those needs in mind.

Since the 2017-2018 school year, a District Culture and Curriculum Integration Specialist has been added to as a district resource to provide professional development and instructional support to teachers in order to make sure that cultural support and appropriate strategies are being taught within the classrooms.

Assessment Methods and Data Submitted to the Commissioner Annually