

April 2018

# Bemidji Area Schools

## Local Literacy Plan

Read Well by Third Grade



Bemidji School District #0031-01  
502 Minnesota Ave. NW  
Bemidji, MN 56601  
Ph. 218-333-3100

## Literacy Goals and Needs Assessment

### Kindergarten Goals:

1. Kindergarten students will improve their overall Mean RIT score from 140.3 in Fall 2017 to 158.1 in Spring 2018 as measured by NWEA MAP.
2. By May of 2018, 75 % of kindergarten students will correctly read at least 80 % of the words on the Kindergarten Sight Word Checklist (Houghton Mifflin high-frequency words) within 3 seconds when presented in isolation.

### Kindergarten Data

1. **Letter Sound Fluency:** In 2016–2017, the following percentages of kindergarten students met the AIMSweb benchmark target (Tier 1). Scores significantly discrepant (below 60% at Tier I) from the norm are shown in red:

Student Group	Fall 2016	Winter 2017	Spring 2017
All Students	57.0%	59.0%	64.0%
American Indian Students	40.4%	45.4%	53.1%
White Students	60.7%	62.4%	66.5%
Students Receiving Free/Reduced Lunch	47.0%	49.0%	53.0%
Students Not Receiving Free/Reduced Lunch	62.6%	66.1%	71.3%
Special Education Students	59.2%	62.0%	55.5%
General Education Students	56.3%	58.6%	64.6%

- If the curriculum and core instruction are effective, at least 80% of students should be meeting the target. Data over the past three years indicates that students are not achieving at expected levels in letter sound fluency.
2. **2017-2018 MAP Reading RIT Scores:** The table below indicates the average MAP RIT Scores for Fall, Winter, and Spring 2017-2018 for all kindergarteners. Scores significantly discrepant (more than 3 points) below the norm are shown in red. Kindergarten performed well Fall 2017 despite the students' lacking the technical ability to take a computerized test.

2017 MAP Reading RIT	Fall 2017		Winter 2018		Spring 2018	
	Average RIT	Norm RIT	Average RIT	Norm RIT	Average RIT	Norm RIT
All Kindergarten Students	140.3	141.0	146.3	151.3		158.1

- The 2017-2018 Kindergarten percent proficient on the NWEA MAP Reading, according to Test Performance (Average, High and 95<sup>th</sup> Percentile combined) on Viewpoint Data Warehouse:

Fall 2017 Percent Proficient	Winter 2018 Percent Proficient	Spring 2018 Percent Proficient
72.6%	48.2%	

3. **Sight Word Knowledge:** The district Sight Words Assessment is based on Houghton Mifflin Journeys high frequency words. Proficiency is determined by the number of students who have 32 of 40 kindergarten sight words correct. We determine the results for all students and do not consider subgroups. These results have improved each year and are as follows for the 2016-2017 school year:

Kindergarten Sight Word	Fall 2016	Winter 2017	Spring 2017	Fall 2017	Winter 2018	Spring 2018
All Kindergarten Students	2.1%	22.5%	76.5%	1.5%	7.9%	

- The Kindergarten Sight Word Goal was exceeded Spring 2017.

**First Grade Goals:**

1. Grade 1 students will improve their overall Mean RIT score from 155.3 in Fall 2017 to 177.5 in Spring 2018 as measured by NWEA MAP.
2. By May of 2018, 80% of first grade students will correctly read at least 80% of the words on the First Grade Sight Word Checklist (Dolch word lists) within 3 seconds when presented in isolation.

**First Grade Data:**

1. **Oral Reading Fluency:** In 2016–2017, the following percentages of first grade students met the benchmark target (Tier 1) in the winter. Scores significantly discrepant (below 60% at Tier I) from the norm are shown in red and strengths (over 75% at Tier I) in green:

Student Group	Winter 2016	Spring 2017
All Students	46.1%	63.4%
American Indian Students	32.0%	45.7%
White Students	49.1%	67.6%
Students Receiving Free & Reduced Lunch	29.5%	47.6%
Students Not Receiving Free/Reduced Lunch	59.3%	76.2%
Special Education Students	45.4%	50.0%
General Education Students	46.0%	64.0%

- If the curriculum and core instruction are effective, at least 80% of students should be meeting the target. Data over the past three years indicates that students are not achieving at expected levels in oral reading fluency.
2. **2017-2018 MAP Reading RIT Scores:** The table below indicates the average MAP RIT Scores for Fall, Winter, and Spring 2017-2018 for all Grade 1 students. Scores significantly discrepant (more than 3 points) below the norm are shown in red.

2017 MAP Reading RIT	Fall 2017		Winter 2018		Spring 2018	
	Average RIT	Norm RIT	Average RIT	Norm RIT	Average RIT	Norm RIT
All Grade 1 Students	155.3	160.7	166.4	171.5		177.5

- The 2017-2018 Grade 1 percent proficient on the NWEA MAP Reading, according to Test Performance (Average, High and 95<sup>th</sup> Percentile combined) on Viewpoint Data Warehouse:

Fall 2017 Percent Proficient	Winter 2018 Percent Proficient	Spring 2018 Percent Proficient
51.4%	51.9%	

3. **Sight Word Knowledge:** The district Sight Words Assessment is based on Dolch word lists. Proficiency is determined by the number of students who have 32 of 40 grade 1 sight words correct. We determine the results for all students and do not consider subgroups. These results have improved each year and are as follows for the 2016-2017 school year:

Grade 1 Sight Words	Fall 2016	Winter 2017	Spring 2017	Fall 2017	Winter 2018	Spring 2018
All Grade 1 Students	10.9%	62.3%	94.4%	11.2%	66.0%	

- The Grade 1 Sight Word Goal was exceeded Spring 2017.

**Second Grade Goal:**

1. Grade 2 students will improve their overall Mean RIT score from 169.7 in Fall 2017 to 188.7 in Spring 2018 as measured by NWEA MAP.

**Second Grade Data:**

1. **MAP Reading RIT Scores:** The table below indicates the average Spring MAP RIT Scores for 2015, 2016, and 2017 for all 2<sup>nd</sup> graders and various subgroups of students. Scores significantly discrepant (more than three points) below the norm are shown in red.

Grade 2 MAP Reading Spring RIT Scores					
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	NWEA Norm RIT
All Students	186.9	188.6	188.1		188.7
American Indian Students	181.2	183.6	182.6		188.7
White Students	188.6	190.5	190.3		188.7
Free/Reduced Lunch Students	182.6	182.9	185.4		188.7
Special Education Students	170.6	175.0	175.0		188.7

2. **2017-2018 MAP Reading RIT Scores:** The table below indicates the average MAP RIT Scores for Fall, Winter, and Spring 2017-2018 for all Grade 2 students. Scores significantly discrepant (more than 3 points) below the norm are shown in red.

2017 MAP Reading RIT	Fall 2017		Winter 2018		Spring 2018	
	Average RIT	Norm RIT	Average RIT	Norm RIT	Average RIT	Norm RIT
All Grade 2 Students	169.7	174.7	179.1	184.2		188.7

- The Grade 2 percent proficient on the NWEA MAP Reading, according to Test Performance (Average, High and 95<sup>th</sup> Percentile combined) on Viewpoint Data Warehouse from 2014 to 2017:

Fall 2014-15	Spring 2014-15	Fall 2015-16	Spring 2015-16	Fall 2016-17	Spring 2016-17
51.9%	65.3%	56.3%	67.7%	54.4%	67.5%

- The 2017-2018 Grade 2 percent proficient on the NWEA MAP Reading, according to Test Performance (Average, High and 95<sup>th</sup> Percentile combined) on Viewpoint Data Warehouse:

Fall 2017 Percent Proficient	Winter 2018 Percent Proficient	Spring 2018 Percent Proficient
53.9%	54.8%	

**Third Grade Goal:**

1. Grade 3 students will improve MCA Reading percent proficient from 51.7% in Spring 2017 to 56.7% in the Spring of 2018.

**Third Grade Data:**

All Grade 3 Reading Accountability Test (MCA & MTAS) Proficiency	2013	2014	2015	2016	2017	2018
All Students	54.8%	61.1%	56.7%	49.6%	51.7%	
American Indian Students	32.9%	40.8%	21.4%	32.7%	38.7%	
White Students	60.7%	66.8%	65.7%	55.7%	54.5%	
Students Receiving Free & Reduced Lunch	48.6%	52.8%	43.7%	38.3%	38.9%	
Students Not Receiving Free & Reduced Lunch	57.4%	69.6%	77.6%	62.4%	66.5%	
Special Education Students	34.7%	30.6%	36.7%	35.1%	27.5%	
Non-Special Education Students	58.0%	65.5%	60.6%	52.1%	56.4%	

- The percent proficient on the MCA Grade 3 Reading has dropped from 2014 to 2016.
1. **MAP Reading RIT Scores:** The table below indicates the average Spring MAP RIT Scores for 2015, 2016, and 2017 for all 3rd graders and various subgroups of students. Scores significantly discrepant (more than 3 points) below the norm are shown in red, strengths (more than three points) above the norm are in green.

Grade 3 MAP Reading Spring RIT Scores					
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	NWEA Norm RIT
All Students	199.4	197.3	197.9		198.6
American Indian Students	192.4	190.9	194.5		198.6
White Students	201.7	199.6	199.4		198.6
Free/Reduced Lunch Students	194.3	191.8	193.3		198.6
Special Education Students	184.5	180.6	183.6		198.6

3. **2017-2018 MAP Reading RIT Scores:** The table below indicates the average MAP RIT Scores for Fall, Winter, and Spring 2017-2018 for all Grade 3 students.

2017 MAP Reading RIT	Fall 2017		Winter 2018		Spring 2018	
	Average RIT	Norm RIT	Average RIT	Norm RIT	Average RIT	Norm RIT
All Grade 3 Students	185.4	188.3	191.6	195.6		198.6

- The Grade 3 percent proficient on the NWEA MAP Reading, according to Test Performance (Average, High and 95<sup>th</sup> Percentile combined) on Viewpoint Data Warehouse from 2014 to 2017:

Fall 2014-15	Spring 2014-15	Fall 2015-16	Spring 2015-16	Fall 2016-17	Spring 2016-17
69.4%	71.8%	61.9%	68.3%	62.7%	68.6%

- The 2017-2018 Grade 3 percent proficient on the NWEA MAP Reading, according to Test Performance (Average, High and 95<sup>th</sup> Percentile combined) on Viewpoint Data Warehouse:

Fall 2017 Percent Proficient	Winter 2018 Percent Proficient	Spring 2018 Percent Proficient
61.1%	58.1%	

## **Action Planning (Continuous Improvement, Strategic, and Assessment Plan):**

### **Implementation of Scientifically-Based Reading Instruction**

Bemidji Area Schools uses a multi-tiered system of support to plan and enhance reading instruction for all students. All Bemidji Area Schools preschool and elementary programs use Houghton Mifflin Harcourt *Journeys* as their core basal program. The program was developed by a team of literacy experts, who incorporated educational best practices in reading throughout the program.

Schools in the Bemidji District follow a Response to Intervention, 3-tiered model for the delivery of core and intervention instruction. 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 are used in small groups, and students are placed at their instructional level and according to the skills they need to develop.
- Teachers use flexible small groups in order to pre-teach or re-teach skills to students.
- Activities are selected from the *Journeys* program based on their alignment to the standards and the needs of students.
- Title I, where available, and Special Education teachers support small group and/or guided reading instruction.

For Bemidji Area Schools, the Response to Intervention (RtI) framework guides the screening and diagnostic assessment processes. All students in Grades K through 9 are screened in reading and math three times yearly using the MAP Survey with Goals and Primary MAP Survey with Goals Assessments. Students who do not meet the required percentiles on these assessments may be given diagnostic assessments to uncover specific student intervention needs. During the intervention process, teachers administer progress monitoring assessments to determine how interventions are working. Parents are informed of test results at all steps of the instructional assessment process.

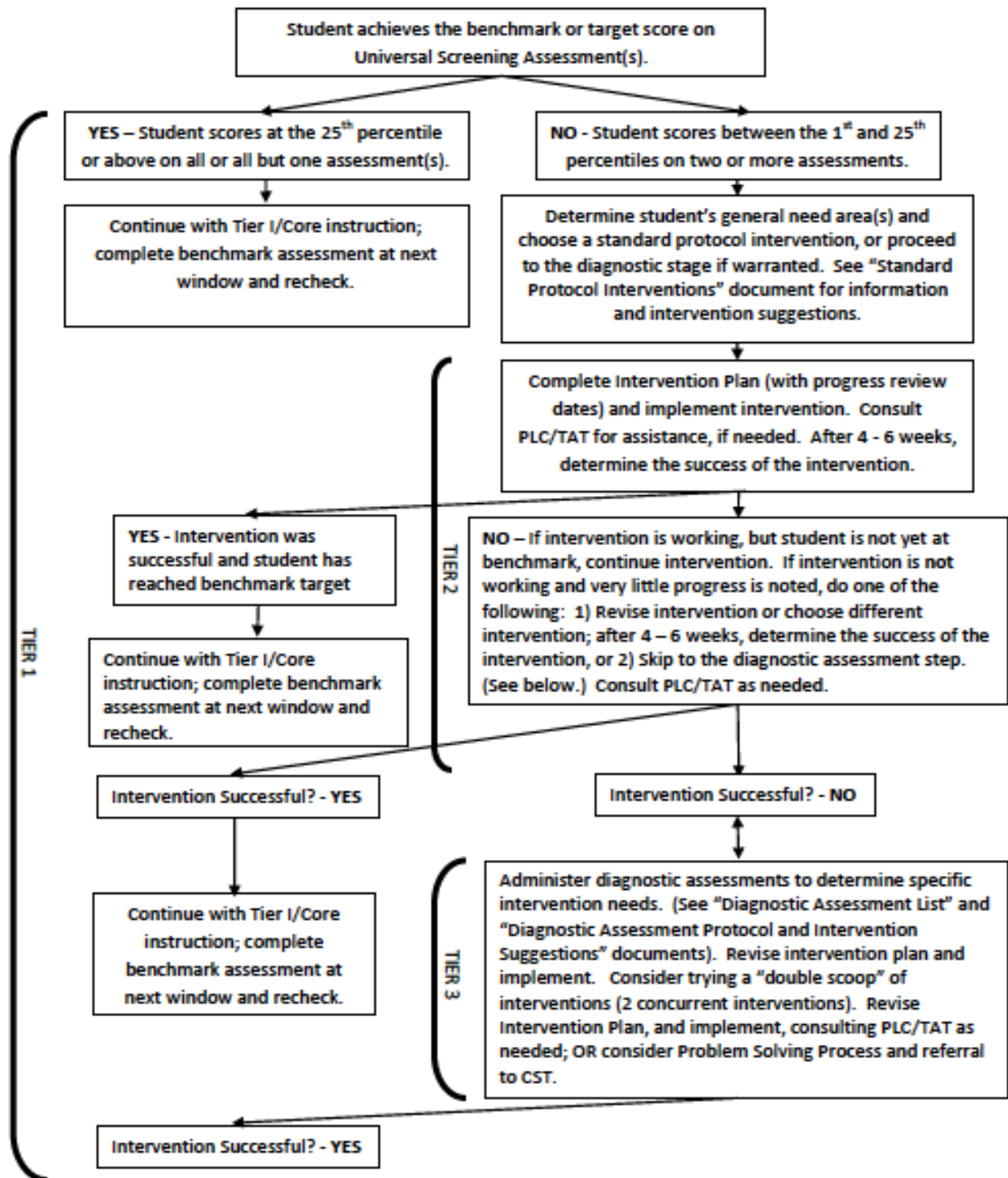
Diagnostic assessments that may be used are:

- Fountas and Pinnell Benchmarking Assessment
- San Diego Quick Assessment
- PAST (Phonological Awareness Skills Test)
- Jerry Johns BRI Early Literacy Assessment
- Reading Recovery Observation Survey
- QPS (Quick Phonics Screener)
- Individual Reading Inventory
- MAP Early Literacy Screening
- MAP Letter Identification Skills Checklist
- MAP Manipulation of Sounds Checklist
- MAP Matching Letters to Sounds Skills Checklist

### **Evidence-based Interventions:**

As with Core (Tier 1) instruction, Response to Intervention practices are followed when students struggle with reading skills. Teachers work collaboratively in Response to Intervention (RtI) Teams to diagnose student needs, write appropriate intervention plans, and monitor student progress. Generally, if students continue to struggle despite differentiated whole and small group instruction in the core (Tier 1), the student will receive a small group (Tier 2) intervention. Both commercial program interventions and evidence-based strategy interventions are provided in Bemidji Area Schools. This 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.

## General Intervention Flowchart





Preteaching or Reteaching with HM Reading/Literacy Tool Kits	Reading Tool Kit – Primary; Literacy Tool Kit – Intermed.	1 - 3	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	Below grade level in MAP or MCA; or as indicated by diagnostic assessment	Daily	30 minutes	MAP Skills		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 Assessment or the Basic Reading Inventory
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 the Fountas and Pinnell Benchmarking Assessment or the Basic Reading Inventory; or maintains an accuracy level of at least 97% on running records
Great Leaps	K-2	1	Phonological Skills, Letter Recognition, Letter Sounds/Phonics, High Frequency Words and Phrases, and Fluency	Below grade level as indicated by diagnostic assessment	Daily	10 – 30 minutes, depending on which section(s) of the intervention are being implemented	MAP Skills Checklist Assessments		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 Assessment or the Basic Reading Inventory

### **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 Response to Intervention 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 Intervention for:	Exit Criteria:
Leveled Literacy Intervention (Fountas and Pinnell)	K – 2	3	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)	LLI Running Record	12 – 20 weeks or until student meets Exit Criteria, or longer if student is making sufficient progress	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 Assessment or the Basic Reading Inventory
	3 - 5	4				45 minutes (Grades 3-5)			
Reading Recovery	1	1	Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension	Qualifies for program using screening and Observation Survey results	Daily	30 minutes	RR Running Record and observational data	12-20 weeks	Student exits program after 12 – 20 weeks.
Read Naturally	1+	1-4 (Students can pair up)	Fluency	Below benchmark on MAP	3 to 5 times per week	30 minutes	www.easycbm.com Fluency Probes	At least 12 weeks or until student meets Exit Criteria	Discontinue when student reaches Benchmark or at least the 25th percentile on fluency probes.
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)	www.easycbm.com Progress Monitoring probes	As needed or until student meets exit criteria	Discontinue when student reaches Benchmark or at least the 25th percentile on MAP.
Preteaching or Reteaching with HM Journeys Write-In Reader	1+	1 - 3	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	Below grade level in MAP or MCA; or as indicated by diagnostic assessment	Daily	30 minutes	MAP Skills	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 the Fountas and Pinnell Benchmarking Assessment or the Basic Reading Inventory

## **Teams and Meetings**

### **Student Growth/Site Team Roles and Responsibilities:**

The building Student Growth Teams/Site Teams serve as leadership and support for staff members implementing RtI in their schools. The roles and responsibilities of the Student Growth Team/Site Teams in the district are as follows:

1. Work with the principal and teachers to examine assessment data as it becomes available. Participate with the principal in building assessment data progress reviews.
2. Work with the principal and teachers to establish building reading and math goals as well as communicate those goals with staff members. Ensure that building goals are aligned with district goals.
3. Stay informed of reading and math goals developed by classrooms and/or grade levels teams. Help ensure that classroom/grade level goals are aligned with the building goals.
4. Become knowledgeable in the academic and behavioral intervention strategies the district provides. Be willing to assist staff members with the training, selection, and implementation of the strategies as needed.
5. Write and evaluate the building's School Improvement Plan.
6. At the end of the school year, advise the principal and RtI Specialist of the needs of the building for the following year.

### **Literacy Curriculum Committee Team Roles and Responsibilities:**

1. Review current Language Arts Curriculum and current test data to determine if the curriculum is meeting the needs of Bemidji Area students.
2. Thoroughly examine other curriculum options.
  - a. Is the scope and sequence appropriate?
  - b. Does it meet the Minnesota State Language Arts Standards?
  - c. Does it better meet the needs of our students?
3. Learn more about other curriculum options through publisher presentations.
4. Ultimately make the decision to keep the current Language Arts Curriculum or adopt a new one.

## **Parent and Community Engagement:**

### **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 Houghton Mifflin *Journeys* 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. Another resource is the Fountas and Pinnell Benchmark Assessment that can help teachers "red-flag" students who may be at-risk for future reading difficulty. School personnel inform parents when these assessments are to occur by sending the informational letters home.

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

Teachers work in Response to Intervention (RtI) teams in their schools. These RtI 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 RtI 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. One of the most common interventions used in grades K through 2 is Leveled Literacy Intervention (LLI). If your child is in an LLI group and you would like more information about the 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. 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.

### **Communication Plan:**

#### **Reporting to Stakeholders:**

In the Bemidji School District, we believe in publicly communicating, sharing, and providing teachers, administrators, parents, and community members with I.S.D. 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: <http://www.bemidji.k12.mn.us/>

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

District's WBWF Link: <http://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 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 Literacy Plan to the district website.

## **Professional Development:**

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 inservice 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 RtI Language Arts Specialist and District RtI Math Specialist. Coaching for teachers in reading instruction and intervention is also provided by the RtI 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 and district-wide staff development inservices, and at workshops provided by outside agencies such as the Northwest Service Cooperative and Houghton Mifflin.

- **Professional Learning Communities:** Classroom, Title I, Special Education Teachers, and Speech/Language Clinicians meet in Professional Learning Communities (PLCs) 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 RtI Reading and Math Specialists are available for coaching, the modeling of reading and math instruction, and collaboration/ discussion with individual teachers and teacher teams across the district.
- **After-School Professional Development:** The district RtI Reading and Math Specialists provide multiple after-school trainings after school every week. 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:** The fall district professional development day set aside for schools to examine their data and set SMART Goals.
- **Elementary-Level Trainings:** Title I funds will support the following trainings:
  - MN Reading Corps Internal Coach August Training
  - Reading Recovery Training, throughout the school year
  - Title I teacher and paraprofessional training, throughout the school year
  - Leveled Literacy and other reading intervention training, as needed

- **Curriculum Review:** Title II and District Staff Development provide training for curriculum teams to align their curriculum to MN Standards and review curriculum resources.
- **Guided Reading & Writing:** District Staff Development grants provide stipends for teachers to attend reading training after school because of the lack of available substitutes.
- **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.

### **Supporting Students' Cultural and Linguistic Needs**

In Bemidji Area Schools, the highest student minority population is American Indian at 16.3%. Other minority populations include: 1.6% Black, 2.0% Hispanic, and 0.8% 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 support is provided to teachers to assist them in effectively recognizing students' diverse needs and instructing with those needs in mind. During the 2017-2018 school year a District Culture and Curriculum Integration Specialist was hired 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.