

Bemidji District Curriculum Advisory Committee

7:00-8:00 a.m., Tuesday, February 9, 2016

District Board Room, Downtown Education Center (5th Street across from Riverwood Bank)

Committee Members: Ami Aalgaard, Melissa Bahr, Vince Beyl, Brandon Bjerknes, Brent Colligan, Erin Curran, Michelle Dahlby, Mary Fairbanks, Jim Hess, Donna Hickerson, Drew Hildenbrand, Karie Hougard, Carol L. Johnson, Maura Johnson, Kim Kusler, Ann LongVoelkner, Amanda Mix, Kathy Palm, Craig Rypkema, Ken Schreiber, Brian Stefanich, Wendy Thompson, Chris Tolman, John Truedson, Kathy VanWert, Sonia Wadena, Janine Wahl

Agenda

1. Breakfast beginning at 6:30 a.m.
2. Minutes: December 8, 2015 meeting (see handout)
3. Introductions—tell us who you are and where you work
4. JROTC request to provide elective physical education credit—Brian Olson, JROTC Instructor (see handout)
5. District RtI Specialists will explain what they do, the professional development they offer, school improvement, and Response to Intervention (RtI)
 - a. Amanda Mix, Math & Science RtI Specialist
 - b. Karie Hougard, Language Arts & Social Studies RtI Specialist
6. Bemidji Lumberjack Mechatronics Career Academy Update—Chris Conway, Project Lead the Way Instructor
7. MDE Audits Solway Title I Continuous Improvement March 21, 2016
8. Winter 2016 AIMSweb Results for Kindergarten & Grade 1 (see handout)
9. New Every Student Succeeds Act replaces No Child Left Behind (handout)
10. The District Curriculum Advisory Committee meets at 7:00 a.m. the second Tuesday every other month and additional times as needed. The following schedule is set for 2015-2016 at the District Board Room, Downtown Education Center:
 - Tuesday, October 13, 2015, 7:00 a.m.
 - Tuesday, December 8, 2015, 7:00 a.m.
 - Tuesday, February 9, 2016, 7:00 a.m.
 - **Tuesday, May 10, 2016, 7:00 a.m.**

Thank you for your dedication to Bemidji Area Schools and our students!

Bemidji District Curriculum Advisory Committee

7:00-8:00 a.m., Tuesday, December 8, 2015
District Board Room, Downtown Education Center

Members Present: Vince Beyl, Erin Curran, Jim Hess, Donna Hickerson, Drew Hildenbrand, Karie Hougard, Carol L. Johnson, Maura Johnson, Amanda Mix, Kathy Palm, Ken Schreiber, Brian Stefanich, Kathy VanWert, Sonia Wadena, Janine Wahl

Guests: Toni Cox, Kyle McMartin

Minutes:

1. The meeting started at 7:00 a.m. with members and guests introducing themselves.
2. Vince Beyl, Indian Education Coordinator, explained the new Indian Education funding provided by the State. Prior to this funding, Bemidji was one of 28 districts that received funding through a competitive grant process. Now the funding requires an application, but more districts are able to receive funds to support American Indian students. Bemidji received \$300,000+ additional funding. With these new funds we are able to restore an Ojibwe language teacher at the Bemidji High School and provide more math and reading tutors and home-school liaisons. For the first time, Indian Education funding will also support early childhood programming and encourage more American Indian children to attend preschool.
3. Kathy Palm showed the group where the World's Best Workforce website is located on the district website (<http://www.bemidji.k12.mn.us/curriculum/worlds-best-workforce/>). Many resources are located at this site including: the WBWF Report and Summary, district and school goals, test results, district budget, and committee minutes. Our committee discussed the 2014-2015 WBWF Report at our last meeting, and this time we discussed the 2014-2015 World's Best Workforce Summary, which was submitted to MDE after it was approved by the Bemidji School Board November 16, 2015.

The summary includes the five WBWF goals: 1) All students ready for Kindergarten, 2) All students in third grade achieving grade-level literacy, 3) Close the achievement gaps among all groups, 4) All students career-and college-ready by graduation, and 5) All students graduate. Along with these goals are details about the goal results, multiple test data, district strategies, student achievement plans, and highly qualified teachers. We noted that 55.3% of Bemidji teachers hold Master's degrees, and 99.7% are highly qualified. Seventy point one percent of teachers have ten or more years of experience, 25% have 3-10 years, and 4.9% have less than three years experience. Bemidji improved in all MCA tests and outperformed the state, closing the American Indian and Free & Reduced Lunch achievement gaps. We also noted that the Bemidji High School and district five-year graduation rates are 10% higher

than the four-year rates because of the alternative programming we provide to support students who are not able to graduate in four years.

4. Kathy shared the 2015-2016 School Improvement Plans booklet format and complemented the principals for their excellent work setting goals and planning school improvement. Every school team sets SMART goals based on data and lists staff development activities to support their goals. These plans are also included on the WBWF website.
5. Next we discussed Fall 2015 NWEA Measures of Academic Progress (MAP) and AIMSweb results. MAP is a computerized assessment given to students in grades 2-9 in the fall and spring. Teachers use the strand information, which is aligned to the MCAs, to determine where to focus instruction. The lowest reading strand for grades 2-9 is Informational Text; and the math strands vary by grade: grades 2-4, Number & Operations; grade 5 Data Analysis; grades 6-8, Algebra; and grade 9 Geometry & Measurement. Overall, Bemidji students perform well compared to the national MAP norm group, and grades 6-9 consistently perform more than three points above the norm math and reading RIT scores. Growth from fall 2014 to fall 2015 is not as high as we will see in the spring because of the Summer Slide.

The AIMSweb reading and math one-minute assessments are given one-to-one to students in kindergarten and grade 1. The goal is for the percentage of students at Tier I to be 80%, and we have a ways to go; however, we are improving each year. We look forward to measuring growth with AIMSweb again in the winter and spring. Last year we saw significant growth.

6. Solway Elementary is on Continuous Improvement this year, so they must set aside 20% of their Title I funds to support efforts to improve. Tom Gray of MDE informed Kathy Palm that MDE will audit Solway's Continuous Improvement process this year. They will be at the school most of one day and check whether they are doing what they wrote they would do in their Schoolwide Continuous Improvement Plan. Kathy will update this committee when more information is available.
7. Kathy reported on the 2014-2016 Curriculum Review for: Art, Health, Music, Physical Education, and World Language. All subject areas are making progress at aligning to the state Standards and selecting materials. They will report to the Curriculum Committee May 10, and they will ask the Bemidji School Board to approve their new curriculum outcomes in June 2016.
8. Kathy shared the latest information about the transition from Elementary & Secondary Education Act (ESEA, or No Child Left Behind) to Every Student Succeeds Act (ESSA). The House approved the bill December 2, 2015, with a 359 to 64 vote. The Senate approved it December 9 with an 85 to 12 vote, and President Obama is expected to sign it before the end of the year, possibly as early as December 10, 2015. Here are some of the key points of ESSA:
 - The bill shifts key decisions about accountability, educator evaluations, and school improvement to state and district authorities.

- State assessments will continue at the same grade levels, and all schools will be held accountable for achievement, English Language Learners, four-year graduation rates, and other indicators such as growth, school quality, student or educator engagement, and safety. A 95% test participation rate is still required, and districts and states still need to desegregate the data by subgroup.
 - States are required to submit an annual plan to the federal government, and districts are required to submit annual reports to the state, such as Minnesota's World's Best Workforce Report.
 - The new bill does not include language about highly qualified teachers, teacher evaluation, college and career ready, or student data privacy.
 - The bill calls for more flexibility with Title I funding for innovative initiatives.
 - The bill authorizes preschool development grants through the U. S. Department of Health and Human Services jointly with the Department of Education.
 - Assuming Obama signs the bill, NCLB would end July 1, 2016, 2016-2017 would be a transition year, and the new ESSA would take effect during the 2017-2018 school year.
9. The next meeting of the District Curriculum Advisory Committee is at 7:00 a.m. Tuesday, February 9, 2016, at the District Board Room. The main topic will be Response to Intervention (RtI) and professional development with our specialists, Karie Hougard (Reading/Social Studies) and Amanda Mix (Math/Science).
10. The meeting adjourned at 8:00 a.m.



Physical Education (PE) Credit for taking JROTC

Proposal:

- 1 Term PE Credit for 1 Semester of JROTC

Precedence:

- Over 75% of High Schools that have JROTC Programs offer PE Credit for taking JROTC, Per Chief, 3rd BDE on 27 Jan 16 Email

References

- JROTC Curriculum Manager (Accredited Lesson Plans), Continually Updated
- Foundations for Success Text Book
- 3rd BDE Chief Email
- US Army Pocket Physical Training Guide
- Field Manual 7-22 Army Physical Readiness Training
- Field Manual 21-20 Army Physical Fitness Test
- 2017-2020 BHS Graduation Requirements
- BHS Grade 9-12 BAS Secondary PE Standards

Benefits

- Give students more flexibility in their schedules
- Students Plan and Execute Physical
- Both Classroom and Hands On application
- Physical Assessment conduct each Term (Cadet Challenge), with performance Awards
- Meets 9-12 Bemidji High School PE Benchmarks

JROTC Typical Week

- Monday Physical Training (PT) Bring PT Clothes
 - Color Guard 3:15-4:15
- Tues & Wed Academics
 - Tues Raider Practice 3:15 to 4:15
 - Wed Drill Practice 3:15-4:15
- Thursdays (Every other Drill and Ceremonies or Uniform Inspection) **LET 5 thru 8 Receive 10 or 0 points on Uniform Inspection Day**
 - Staff Meeting 3:15 to 4:00
 - JLAB Practice 4:00-4:30
- Friday (Team PT)
 - Bring PT Clothes to class “late Fall and Winter we go to BSU Recreation Center”

Grading

- 30% Attendance (Everyday)
- 20% Values (Everyday, all day)
- 20% Academics (Tues/Wed)
- 10% Leadership Labs (Thur)
- 20% Physical Training (Mon/Fri)

Monday PE

(Anaerobic and Aerobic Exercise)

- 20 Min Admin (Attendance, Change Clothes)
- 10 Min Stretching
- 5 Min Warm Up
- 30 Min Exercise
- 10 Min Cool Down
- 15 Min Change return to Classroom

Friday (BSU) Team Sports

- 5 Min Admin
- 10 Min Transportation to BSU
- 10 Min Change clothes
- 5 Min Stretching/Warm-up
- 35 Min Team Event
- 5 Min Cool Down
- 10 Min Change Clothes
- 10 Min Transportation to HS

Nationally Accredited Academic Topics

- Unit 4 Wellness, Fitness, and First Aid
 - Choosing the Right Exercise Program
 - Cadet Challenge
 - The components of Whole Health
 - You are what you eat
 - Suicide Awareness and Prevention
 - Controlling Fat
 - Take Care of yourself
 - Understanding and Controlling Stress

Make-Up Work

- Required for each day missed
 - responsible to pick-up work from folder
 - same # of days to do work as days missed
 - Example-missed Monday, returned Tuesday-one day to do work, due on Thursday
 - Late work always accepted, points lost based on lateness
- If class is missed due to school-related trip (co-curricular activities)
 - Make-up work due prior to absence
 - If PT class is missed due to sports team participation, make-up work not required (exercise activity)

Physical Training

- All students are expected to participate in physical training
 - if permanent disability exists that limits activity, SAI/AI will meet with school administration and parents to determine if JROTC is good fit
 - if temporary disability comes up, parent must send written documentation (doctor excuse for more than 2 days)
 - Written make-up work required for missed PT
- Limited PT for more than 2 days per quarter will result in counseling, parent communication, possible loss of credit

Physical Training Uniform

- All students will be prepared each PT day:
 - T-shirt (not too tight, no inappropriate wording)
 - no tank tops
 - should not be able to see your appropriate underwear
 - Shorts/Sweats (not too tight, too short)
 - Athletic Shoes (School policy—must wear proper shoes each PT day)
 - Should come prepared to go outside each day (jacket or sweatshirt)
- Students who fail to dress for PT (all or partial) will (per quarter) still be expected to participate.
 - 1st—Sign Counseling Form, loose all 4 points in values for that day.
 - 2 or more Sign Counseling Form, loose 4 points in values and 10 points for PT
- Students unable to participate in PT due to clothing issues and fail to participate see missed physical training rules.

Questions?

2015-2016 Bemidji District Kindergarten AIMSweb Tier I Reading Percentages

KINDERGARTEN READING	#	Letter Naming Fluency			Letter Sound Fluency			Phoneme Segmentation			Nonsense Word Fluency		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
All Kindergarten	392	52.0%	52.0%		50.0%	49.0%			62.0%			48.4%*	
American Indian	79	37.4%	43.0%		31.0%	34.0%			49.0%			32.0%*	
White	301	57.0%	55.0%		55.0%	54.0%			66.0%			53.0%*	
Free & Reduced Lunch	171	39.0%	38.0%		37.0%	35.0%			55.5%			29.4%*	
Non Free & Reduced	221	61.6%	63.2%		60.0%	60.0%			67.0%			64.0%*	
Special Education	22	55.0%	54.4%		55.0%	45.4%			41.0%			40.0%*	
General Education	370	52.0%	52.0%		49.6%	49.4%			64.0%			49.0%*	

* Indicates limited administration. NWF for Kindergarten is optional.

2015-2016 Bemidji District Kindergarten AIMSweb Tier I Math Percentages

KINDERGARTEN MATH	#	Oral Counting			Number Identification			Quantity Discrimination			Missing Number		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
All Kindergarten	392	60.1%	64.4%		63.5%	58.1%		64.0%	70.0%		67.3%	70.0%	
American Indian	79	41.0%	52.0%		50.6%	49.3%		56.1%	57.0%		59.0%	67.0%	
White	301	65.0%	68.0%		67.0%	61.0%		67.0%	73.0%		69.5%	71.6%	
Free & Reduced Lunch	171	50.0%	51.0%		50.0%	47.0%		50.0%	56.0%		54.4%	62.5%	
Non Free & Reduced	221	67.5%	75.0%		74.0%	67.0%		74.0%	80.0%		77.0%	76.0%	
Special Education	22	52.3%	50.0%		62.0%	59.0%		52.3%	54.4%		66.6%	59.0%	
General Education	370	61.0%	65.0%		64.0%	58.0%		64.4%	70.4%		67.4%	70.6%	

Key:

Less than 60% in Tier I

60%-74% in Tier I

75% or Higher in Tier I

80% or Higher in Tier I

Reading Assessments:

- LNF** Letter Naming Fluency
- LSF** Letter Sound Fluency
- PSF** Phoneme Segmentation Fluency
- NWF** Nonsense Word Fluency
- R-CBM** Curriculum Based Measurement
- MAZE** Multiple Choice Reading Passage

Mathematics Assessments:

- OCM** Oral Counting
- NIM** Number Identification
- QDM** Quantity Discrimination
- MNM** Missing Number
- M-CAP** Mathematics Concepts and Applications
- M-COMP** Math Computation

2015-2016 Bemidji District Grade 1 AIMSweb Tier I Reading Percentages

GRADE 1 READING	#	Letter Naming Fluency			Letter Sound Fluency			Phoneme Segmentation			Nonsense Word Fluency			Curriculum Based Measurement		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
All Grade 1	392	55.0%			54.7%	72.8%*		58.0%	66.0%		49.4%	67.0%			52.0%	
American Indian	83	53.0%			46.0%	64.0%*		49.3%	53.0%		39.4%	53.0%			38.0%	
White	293	55.0%			58.0%	77.0%*		61.6%	71.0%		52.1%	72.0%			55.0%	
Free & Reduced	182	55.0%			54.0%	67.0%*		55.3%	58.1%		49.0%	63.0%			47.0%	
Non-Free & Reduced	210	54.2%			55.0%	83.0%*		60.5%	72.8%		50.0%	71.0%			54.0%	
Special Education	21	19.0%			14.2%	66.6%*		19.0%	48.0%		10.0%	43.0%			24.0%	
General Education	371	56.5%			57.0%	73.0%*		60.0%	67.0%		52.0%	69.0%			52.0%	

* Indicates limited administration.

2015-2016 Bemidji District Grade 1 AIMSweb Tier I Math Percentages

GRADE 1 MATH	#	Oral Counting			Number Identification			Quantity Discrimination			Missing Number			Math Computation		
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
All Grade 1	392	67.0%	64.0%		59.0%	63.0%		69.2%	74.6%		67.0%	68.0%		74.0%	63.0%	
American Indian	83	53.0%	50.5%		49.3%	56.5%		63.0%	68.6%		68.0%	60.0%		62.4%	48.1%	
White	293	71.0%	67.0%		61.8%	65.4%		72.3%	76.7%		68.0%	71.0%		76.6%	67.7%	
Free & Reduced	182	60.6%	57.6%		55.1%	61.0%		63.3%	72.0%		63.0%	64.0%		66.8%	57.4%	
Non-Free & Reduced	210	71.5%	69.0%		62.0%	65.1%		74.4%	77.0%		70.6%	70.4%		79.1%	67.5%	
Special Education	21	50.0%	43.0%		45.0%	57.0%		50.0%	67.0%		45.0%	47.5%		55.0%	38.0%	
General Education	371	67.0%	65.0%		60.0%	64.0%		70.0%	75.0%		68.1%	68.6%		74.4%	64.2%	

Key:
Less than 60% in Tier I
60%-74% in Tier I
75% or Higher in Tier I
80% or Higher in Tier I

Reading Assessments:
LNF Letter Naming Fluency
LSF Letter Sound Fluency
PSF Phoneme Segmentation Fluency
NWF Nonsense Word Fluency
R-CBM Curriculum Based Measurement
MAZE Multiple Choice Reading Passage

Mathematics Assessments:
OCM Oral Counting
NIM Number Identification
QDM Quantity Discrimination
MNM Missing Number
M-CAP Mathematics Concepts and Applications
M-COMI Math Computation

OVERVIEW OF EVERY STUDENT SUCCEEDS ACT (ESSA)

The Elementary and Secondary Education Act, more commonly known as No Child Left Behind (NCLB), was scheduled to be revised in 2007. Recently, the House and Senate passed the new bill, and on December 10, 2015, President Obama signed the new bill known as Every Student Succeeds Act (ESSA). Below is a short summary of the changes this means for school districts:

1. ESSA shifts key decisions about accountability, educator evaluations, and school improvement to state and district authorities. We will know better what this new law means to Minnesota districts based on what Minnesota Department of Education and the State Legislature decide.
2. State assessments will continue at the same grade levels, and all schools will be held accountable for achievement, English Language Learners, four-year graduation rates, and other indicators such as growth, school quality, student or educator engagement, and safety. A 95% test participation rate is still required, and districts and states still need to desegregate the data by subgroup.
3. ESSA requires states to identify and provide interventions for the lowest 5% of schools for student achievement and 67% and lower graduation rates. The language includes identifying ALL low performing schools, not just Title I schools like NCLB did.
4. ESSA requires states to submit an annual plan to the federal government, and districts are required to submit annual reports to the state, such as Minnesota's World's Best Workforce Report.
5. ESSA does NOT include language about 100% proficiency by 2014, highly qualified teachers, teacher evaluation, college and career ready, or student data privacy.
6. ESSA calls for more flexibility with Title I funding for innovative initiatives. The State must withhold 7% of Title I funds at the state level to support school improvement. States can also set aside an additional 3% of Title I funds for Direct Student Services, which could have a variety of innovative educational uses. This could also mean fewer Title I dollars coming to districts.
7. ESSA includes a new Literacy Education for All program which provides funding birth to grade 12 to support "evidence-based" comprehensive literacy instruction. (Similar to MN's Reading Well by 3rd Grade)
8. ESSA authorizes preschool development grants through the U. S. Department of Health and Human Services jointly with the U. S. Department of Education.
9. ESSA repeals 49 programs to create a \$1.7 billion dollar Student Support and Academic Enrichment Grant. However, ESSA maintains the 21st Century Learning Centers funding for after-school and summer programming.
10. ESSA requires states to establish challenging academic standards. The federal government is prohibited from providing incentives for a specific set of standards such as the Common Core.
11. NCLB and state waivers will end August 1, 2016; 2016-2017 will be a transition year; and the new ESSA will take effect the 2017-2018 school year.