

Bemidji Area Schools

Local Literacy Plan

- Read Well by Third Grade -

Bemidji School District #0031-01

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Bemidji Area Schools Local Literacy Plan

Bemidji Area Schools is a diverse, thriving, and dynamic public school system located in the heart of Northern Minnesota. With seven elementary schools throughout the community, Bemidji Area Schools is 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 students not reading at grade level. It also requires districts to notify and involve parents and guardians when their child is not yet reading at grade level and requires districts to 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. In addition, each district must create a local literacy plan to share with all stakeholders. Below is the Bemidji Area Schools plan:

Bemidji Literacy Goals

The mission of Bemidji Area Schools is to empower each learner to succeed in our diverse and changing world. We value literacy and place it with the utmost priority. Bemidji Area's Schools are committed to using best practices and research-based instruction within each instructional setting.

Statement of Literacy Goals

The literacy 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 seven elementary schools each have goals 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 in our World's Best Workforce Report and can be found by following this link: <https://www.bemidji.k12.mn.us/curriculum/worlds-best-workforce/>

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 in our kindergarten through fifth grade
- Balanced literacy approach - This framework consists of five components including read aloud, guided reading, shared reading, independent reading, and word study used throughout our classrooms
- Gradual Release of Responsibility – Teachers strategically transfer the responsibility in the learning process from teacher to students
- Best practice instruction in the five components of reading which are phonemic awareness, phonics, vocabulary, fluency, and comprehension
- Instruction designed to align with the English Language Arts Minnesota Academic Standards
- Multi-Tiered Systems of Support (MTSS) framework and process - This is a framework that guides educators to provide academic and behavioral strategies for students with various needs.
- School Improvement Plans (SIP) that address reading goals and strategies to improve at every site

Comprehensive Needs Assessment

Each year in August our Data Teams from each school come together to conduct a comprehensive needs assessment of our Reading and Math programs. Our teams analyze our NWEA and MCA results, review the results of each subgroup, discussed ways to close the achievement gaps, and sets goals to improve our programs. These goals and results for the district and each school can be found in our World's Best Workforce Report.

In addition, throughout the school year our Curriculum Advisory Committee, Local Indian Education Committee and Title Parent Advisory Committee also discuss possible ways to improve our reading program based upon our data. These Committees, together with our data teams, are a key factor in creating a comprehensive rigorous program that ensures success for all students.

Implementation of Scientifically Based Reading Instruction in Kindergarten through Fifth Grade

Our district adopted the *MyView* Reading Program and a multi-tiered systems of support approach(MTSS) to plan and enhance reading instruction for all students in kindergarten through fifth grade. The *MyView* Reading program was developed by a team of literacy experts, who incorporated educational best practices in reading throughout the program. The program is designed to be a comprehensive, interactive literacy program that provides a balanced literacy approach. In addition, our district has implemented a Multi-Tiered Systems of Support framework which includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. In each classroom your child should experience:

- *MyView* curriculum reading and writing components
- *MyView* writer's workshop components
- *MyView* Curriculum word study/spelling instruction
- Additional district-selected materials which may include 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 resources
- Flexible grouping as one of many research-based effective instructional strategies
- Project-based inquiry
- Formative classroom assessments
- Technological skills-based activities
- Personalized learning within a Multi-Tiered Systems of Support (MTSS)
- District approved interventions
- All students receiving the same core instruction (Tier One)
- Your child may receive differentiated instruction in or out of the classroom according to student need in the following ways:
 - Leveled Readers - from a myriad of sources including *MyView* and supplemental book room texts
 - Flexible small groups utilizing *MyView* & *MyIntervention*, as well as supplemental materials in order to pre-teach or re-teach skills to students
 - If your child is in a Title School they may receive additional support from a Title I, Reading Interventionist
 - Special Education Teachers who support small group and/or guided reading instruction
 - Indian Education Academic Advisors may provide additional support in small groups and/or guided reading instruction
 - English Language Learner Teacher may provide additional support in small groups and/or guided reading instruction

MyView Reading Components Expectations

Currently our district uses the Pearson *MyView* Reading Program. The following chart is an outline of the programs components and an estimated allotted time for each:

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

Multi-tiered Systems of Support Framework

Our district uses the Multi-Tiered Systems of Support Framework. This framework is a tiered infrastructure that uses data to help match academic, social emotional, and behavioral assessment and instructional resources to each and every student's needs. Below is the description of each academic tier:

Tier One Instruction: The first tier of instruction is referred to as the core instructional program and is provided for all students. All Kindergarten through fifth grade 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 Two 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 Three Instruction: The third tier of instruction features 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 reader's 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.

Assessing Reading Proficiency

Bemidji Area Schools uses 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 assessment 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 charts offer explanations of the assessments and the timeline of offerings:

Screening

Administered to all students fall, winter and spring.

Provides a first look at students reading abilities and can be used to identify students who are considered at-risk.



NWEA Primary
Survey with Goals (K-1)

Diagnostic

Administered to students who have been identified at risk through our screening process.

Provides a detailed look at student's knowledge and skills in a specific area of need.



FASTBridge aReading
or Early Reading

Progress Monitoring

Administered to students who are receiving interventions.

Provides information to determine if the intervention is effective or a change in the intervention is needed.



FASTBridge Progress
Monitoring Tools

Below are our Assessment Calendars:

Bemidji Area Schools 2019-2020 Assessment Calendar

Window	Grade	Assessment	Purpose	Estimated Time	Level	Results
Fall						
September 9- October 16	K-9	MAP	Reading/Math Benchmarking and Progress Monitoring	1 hour per subject	District	RIT Score/Growth Summary (Fall to Spring)
Winter						
January 13 - February 7	K-9	MAP	Reading/Math Benchmarking and Progress Monitoring	1 hour per subject	District	RIT Score/Growth Summary (Fall to Spring)
January 27 - March 20	K-12	ACCESS for ELLs and Alternate ACCESS for ELLs	English Language Development	3.5 Hours	State	District, School and Individualized Student Reports
	8	NAEP	Mathematics and Reading	1 hour per subject	National	Nation's Report Card
	8	NAEP	Mathematics and Reading	1 hour per subject	National	Nation's Report Card
	4, 8, 12	NAEP	Science	1 hour	National	Nation's Report Card
Spring						
March 2 - May 1	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 2 - May 1	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 2 - May 1	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
March 2 - May 8	5, 8, HS	MCA Science	Measures students' progress toward meeting academic standards		State	District, School and Individualized Student Reports
March 24	11	ACT Plus Writing	College Readiness	3.5 to 4 hours	District	Measures college and career readiness
April 7	11	ACT Plus Writing Makeups	College Readiness	3.5 to 4 hours	District	Measures college and career readiness
April 29 - May 24	K-9	MAP	Reading/Math Benchmarking and Progress Monitoring	1 hour per subject	District	RIT Score/Growth Summary (Fall to Spring)

Bemidji Area School FAST Assessments 2019-2020

Name of Assessment	Testing Window	Grade Level						Purpose	Who Administers	Important Notes
		K	1	2	3	4	5			
FastBridge Early Reading	Fall (9/10/19-10/4/19) Winter (1/16/20-2/12/20) Spring (4/29/20-5/26/20)	*	* F					Screeners, 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 Read Well by Third Grade report. Grade one will not take this assessment in Winter, unless data supports it.
FastBridge Early Math	Fall (9/10/19-10/4/19) Winter (1/16/20-2/12/20) Spring (4/29/20-5/26/20)	*	* F					Screeners, proficiency, and growth	Title Staff	The target composite scores are predictors of spring broad math achievement in grades K and 1. Grade one will not take this assessment in Winter, unless data supports it.
FastBridge aMath	Fall (9/10/19-10/4/19) Winter (1/16/20-2/12/20) Spring (4/29/20-5/26/20)		*	*	*	*	*	Screeners, proficiency, and growth	Title Staff	
FastBridge aReading	Fall (9/10/19-10/4/19) Winter (1/16/20-2/12/20) Spring (4/29/20-5/26/20)		*	*	*	*	*	Screeners, proficiency, and growth	Title Staff	
FastBridge CBM-Reading and Math	Fall (9/10/18-10/4/18) Winter (1/16/20-2/12/20) Spring (4/29/20-5/26/20)			*	*	*	*	Screeners, proficiency, and growth	Title Staff	
FastBridge GOM	Fall (9/10/19-10/4/19) Winter (1/16/20-2/12/20) Spring (4/29/20-5/26/20)			*	*	*	*	Screeners, 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 determine based on student's entrance information.

At or Above Benchmark

Students scoring at or above the 50th percentile.

Students scoring in this percentile are considered at Tier One.

50th percentile through 90th percentile is considered at benchmark

Strategic

Students scoring between the 26th and 49th percentile.

Students scoring in this percentile are considered at Tier Two and will need additional support.

26th percentile through the 49th percentile is considered strategic

Intensive

Students scoring at or below the 25th percentile.

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

25th percentile and below is 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+ concepts of print, onset sounds, letter name, letter sound	MAP: 142-158 FAST earlyReading Composite 34-41 concepts of print, onset sounds, letter name, letter sound	MAP: 133-141 FAST earlyReading Composite: 31-33 concepts of print, onset sounds, letter name, letter sound	MAP: 132FAST earlyReading Composite: 30 concepts of print, onset sounds, letter name, letter sound
WINTER:	WINTER:	WINTER:	WINTER:
MAP: 168+ FAST earlyReading Composite: 62+ onset sounds, letter sounds, word segmenting & nonsense word Guided Reading Level: C+	MAP: 152-167 FAST earlyReading Composite: 52-61 onset sounds, letter sounds, word segmenting & nonsense word Guided Reading Level: B	MAP: 144-151 FAST earlyReading Composite: 47-51 onset sounds, letter sounds, word segmenting & nonsense word Guided Reading Level: A	MAP: 143FAST earlyReading Composite: 46 onset sounds, letter sounds, word segmenting & nonsense word Guided Reading Level: Letter sound
SPRING:	SPRING:	SPRING:	SPRING:
MAP: 175+ FAST earlyReading Composite: 82+ letter sound, word segmenting, nonsense word, sight words Guided Reading Level: D+	MAP: 159-174 FAST earlyReading Composite: 66-81 letter sound, word segmenting nonsense word, sight words Guided Reading Level: C	MAP: 150-158 FAST earlyReading Composite: 60-65 letter sound, word segmenting nonsense word, sight words Guided Reading Level: B	MAP: 149FAST earlyReading Composite: 59 letter sound, word segmenting nonsense word, sight words Guided Reading Level : A

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+ word segmenting, nonsense word, sight words, sentence reading FAST CBM: 86+ Guided Reading Level: D+	MAP: 161-177 FAST earlyReading Composite: 37-70 word segmenting, nonsense word, sight words, sentence reading FAST CBM: 20-85 Guided Reading Level: C	MAP: 153-160 FAST earlyReading Composite: 29-36 word segmenting, nonsense word, sight words, sentence reading FAST CBM: 10-19 Guided Reading Level: B	MAP: 152FAST earlyReading Composite: 28- word segmenting, nonsense word, sight words, sentence reading 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-

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-

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-

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-

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-

Instruction and Decision Making

Results from the assessments outlined above are frequently disaggregated and analyzed at the district, school, grade, and classroom levels. The analysis occurs in our district and school Multi-Tiered Systems 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 One), the student will receive a small group intervention (Tier two). 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 such as Minnesota Reading Corps or Title I. If interventions in Tier Two are unsuccessful, the student may receive more intensive, Tier three 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. Below we would like to share our scientifically research-based interventions options at each tier level:

Intervention Options-Scientifically Researched Based

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 25 th 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 25 th 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 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

We believe that our parents and guardians are our partners in education. In order for us to work together to provide the best literacy education for each child we pride ourselves in communicating achievement data and overall literacy performance through:

- » Report cards (Fall, Winter, Spring).
- » Parent conferences (Fall, Spring).
- » Progress reports.
- » Sharing strategies that support reading development in and out of school.
- » School events promoting literacy and parent engagement.
- » Technology resources at teacher, school and district sites.

Below, we have also created a list of 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 ensure that your child can read, write, speak, and listen effectively. The school district's Language Arts Curriculum is based on the Minnesota Academic English Language Arts (ELA) Standards, which provides benchmarks that should be mastered at each grade level. Teachers teach the benchmarks at each level to ensure student success. Your child's teacher is using the Pearson *MyView* Reading-Language Arts program which is aligned to the standards. This program has an online component that you, as parents and guardians, can connect to at home and help further your child's development.

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

All Kindergarten through 5th Grade students in the Bemidji Area Schools are assessed in reading skills three times a year 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. In addition, classroom resources, such as the Fountas and Pinnell Benchmark Assessment or informal spelling inventories, can help teachers identify students who may be at-risk for future reading difficulties. In addition to traditional assessment options Bemidji Teachers have received training in how to use formative assessment to collect information on what their students understand or identify areas of concerns. 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. These assessments help us to determine each child's reading level and are shared with families.

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 additional assessments to find out where the areas of concern are for the child. 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 assessment results. 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. In addition, students in K through grade 3 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. During an intervention, teachers monitor student progress and measure the student's reading growth. These results can be shared with parents in the form of a graph. Teaching strategies are discussed throughout the intervention process and changed based upon need. Once a student demonstrates that he or she has mastered the concepts needed, the intervention services will end. 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 a teacher struggles with finding an intervention that works for your student, they will consult with the school's Child Study Team for help. This group of 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 that can be used. Ultimately reading to, and with, your student may be the most beneficial practices you can do. Reading at least 15-20 minutes a day with your child will provide large benefits and help to develop your child's love for reading. Contact your child's teacher if you have any questions.

Reporting to Stakeholders:

In the Bemidji School District, we believe in communicating, sharing, and providing teachers, administrators, and parents a transparent view of our 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 below:

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

District's Read Well by Third Grade: <http://www.bemidji.k12.mn.us/curriculum/reading-well-home/>

District's World's Best Workforce: <http://www.bemidji.k12.mn.us/curriculum/worlds-best-workforce/>

Annual Reporting

Each year the Bemidji Area School District is required to report the following to the Minnesota Department of Education:

- A published World's Best Workforce Report
- A Read Well by Third Grade Plan and a summary of Reading Results which includes:
 - 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 a 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.

Professional Development on Scientifically Based Reading

Bemidji Area Schools Professional Development trainings include ongoing supports for teachers in the effective use of high-quality instructional reading strategies and scientifically-based reading instruction. District-wide Staff Development, Title I and II funding are used to 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. In addition, we also support our teachers through the following ways:

- **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.
- **Coaching:** The district's MTSS specialists are available for coaching, modeling of reading and math instruction, and collaboration 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.

- **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 funds will support the following trainings:
 - MN Reading Corps Internal Coach August Training
 - Title I teacher and paraprofessional training throughout the school year of FASTBridge and other reading interventions 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 teacher workshops to meet the state continuing education requirement in reading several times per year.

