

The background features a series of overlapping, diagonal stripes in various colors including olive green, dark blue, purple, yellow, and pink. Interspersed among these stripes are numerous circles of different sizes and colors, such as dark blue, yellow, orange, and pink. The overall composition is dynamic and modern.

UPDATES FROM THE OFFICE OF INSTRUCTION

November 9, 2022

BPS KEYSTONE DOCUMENTS



Keystone Documents

Five by 2025

BPS Strategic Plan

Student Success Plan

Education Bargain

Code of Conduct

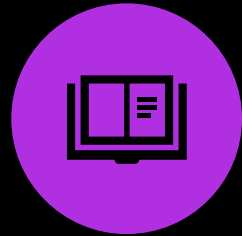
Professional Learning Plan

The Keystone Documents lay the foundation for the District's ongoing pursuit of excellence, opportunity, and access.

Pillars of Literacy



PHONEMIC
AWARENESS



PHONICS



FLUENCY



VOCABULARY



COMPREHENSION

II. Screenings applied to all students in the class

A school district's process to determine if a student responds to scientific, research-based instruction shall include screenings applied to all students in the class to identify those students who are not making academic progress at expected rates.

[8NYCRR §100.2(ii)(1)(ii)]

Screenings


Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring and/or further assessment.

Screenings of all students should be conducted three times per academic year (fall, winter, spring) to help ensure the early identification of students potentially at risk and the areas in which they may experience difficulty.

The BPS universal screening measure is
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8

DIBELS 8 Screening Measures

Scores reflect a composite of various subtests



K 2020-21 EOY 22%
K 2021-22 EOY 42%
K 2022-23 BOY 26% (4% higher than EOY 2020-21)

1st 2020-21 EOY 32%
1st 2021-22 EOY 35%
1st 2022-23 BOY 29% (3% below EOY 2020-21)

2nd 2020-21 EOY 34%
2nd 2021-22 EOY 35%
2nd 2022-23 BOY 29% (5% below EOY 2020-21)

3rd 2020-21 EOY 32%
3rd 2021-22 EOY 40%
3rd 2022-23 BOY 33% (1% higher than EOY 2020-21) (K in 2019-2020)

4th 2020-21 EOY 29%
4th 2021-22 EOY 36%
4th 2022-23 BOY 39% (10% higher than EOY 2020-21) (1st gr in 2019-2020)

Maze

Oral Reading Fluency (ORF)

Word Reading Fluency (WRF)

Nonsense Word Fluency (NWF)

Phoneme Segmentation Fluency (PSF)

Letter Naming Fluency (LNF)

Beg	Mid	End
Kindergarten		

Beg	Mid	End
First Grade		

Beg	Mid	End
Second Grade		

Beg	Mid	End
Third Grade		

Beg	Mid	End
Fourth Grade		

Letter Naming Fluency (LNF)

Main predictor for student success in BOY Kindergarten

How many letters can the students name correctly in one minute?

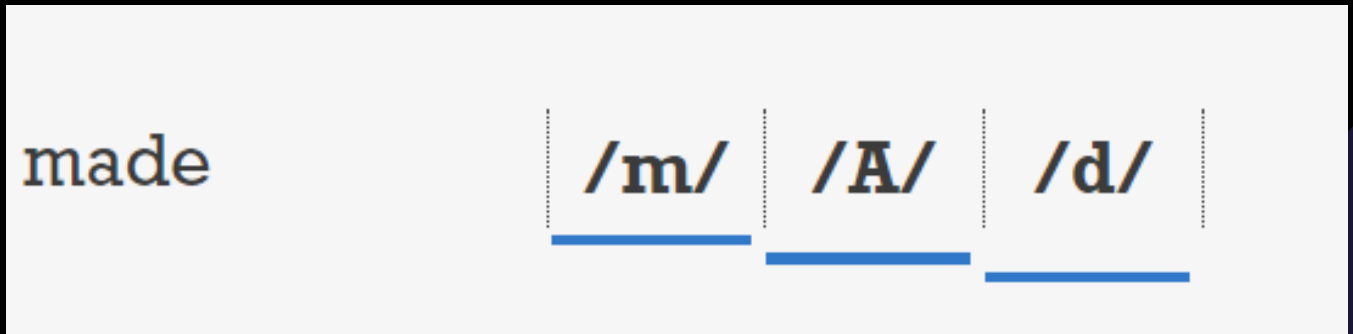
o	r	u	v	C	M	O	L	h	k
E	U	e	f	A	B	c	I	D	i
y	N	F	s	g	P	G	d	S	x
t	p	T	H	a	m	R	j	n	b

Phonemic Segmentation Fluency (PSF)

How many phonemes can the student produce correctly in one minute?

Teacher says a word and the student must break (segment) it into phonemes

Teacher says "made"
Student breaks the word into phonemes /m/ /A/ /d/





Nonsense Word Fluency (NWF)

Letter Sounds: Correct Letter Sound (CLS)

Decoding: Words Recoded Correctly (WRC)

DIBELS 8 introduces more complex sound-spelling patterns than previous versions of DIBELS

Uses nonsense words that students cannot have memorized to test understanding phonics rules

sep	CLS: 3/3	WRC: 1/1	rop	CLS: 3/3	WRC: 1/1
/s/ /e/ /p/			/r/ /o/ /p/		
					

Word Reading Fluency (WRF)

Students are given one minute to read as many sight words correctly as possible from a given list

Oral Reading Fluency (ORF)

Students are given one minute to read a passage (connected text)

Scores are derived for accuracy and fluency (# of words read correctly)

MAZE (Basic Comprehension)

- Students read timed passage
- CLOZE activity: Select correct word from three choices

classic 1965 Mustang

before
✓ that
until

 he was busily restoring, and

she

assumed
✓ enjoyed
refused

 helping him with the work. They

Minimum Requirements of a Response to Intervention Program (RtI)

IV. Repeated Assessments of Student Achievement (Progress Monitoring)

A school district's process to determine if a student responds to scientific, research-based instruction shall include repeated assessments of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards. [8NYCRR §100.2(ii)(1)(iv)]

BPS also uses DIBELS 8 to progress monitor

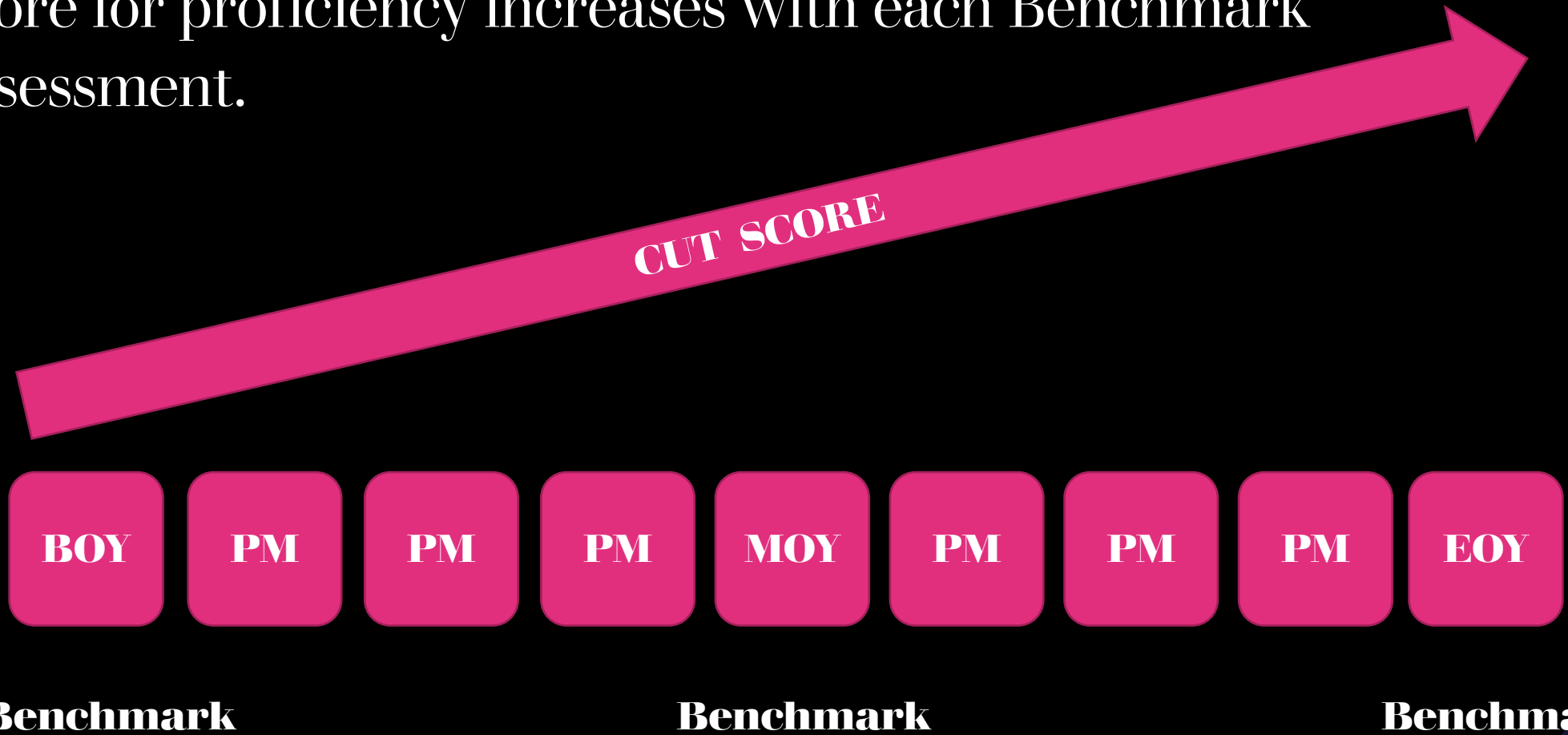
Progress monitoring schedule

Students scoring at the intensive and strategic levels are progress monitored twice monthly.

Students scoring benchmark or above are progress monitored once per month.

	M	T	W	T	F			
Sep 2022				1	2			
	5	6	7	8	9			
	12	13	14	15	16			BOY
	19	20	21	22	23			BOY
	26	27	28	29	30			BOY
Oct 2022	3	4	5	6	7			
	10	11	12	13	14			
	17	18	19	20	21			
	24	25	26	27	28			
	31	1	2	3	4			
Nov 2022	7	8	9	10	11			
	14	15	16	17	18			
	21	22	23	24	25			
	28	29	30	1	2			
Dec 2022	5	6	7	8	9			
	12	13	14	15	16			
	19	20	21	22	23			
	26	27	28	29	30			

The level of difficulty of each test remains the same, but the cut score for proficiency increases with each Benchmark assessment.



Curriculum Modifications

Heggerty for phonemic awareness

**LETRS-based phonics lessons
replace Journeys lessons**

**Decodable books provide practice
opportunities with phonics**

Orton Gillingham



OG is a multisensory, structured literacy approach to phonemic awareness and phonics instruction



Literacy coaches, reading, ENL, K-8 special education, and kindergarten teachers



Tier III intervention as well as a future core phonics program in kindergarten

Morphology Training



A multisensory, structured literacy approach to vocabulary instruction, focus on prefixes/suffixes/roots



Literacy coaches, reading, ENL, special education, and grades 3-6 classroom teachers



Future core vocabulary program in grades 3-6

ADVANCED PLACEMENT (AP)

	Asian	Black/African American	Hispanic/Latino	American Indian/Alaskan Native	2 or More Races	White	Total
2022-23*	474	678	245	16	87	497	1997
2021-22	350	541	200	15	74	467	1647

*Data pulled Sept 2022
Represents unique student enrollment
