BEMIDJI AREA SCHOOLS
Read Well by Grade 3

Implementation of Scientifically-Based Reading Instruction

How Are Multi-Tiered Systems of Support Used to Plan and Enhance Reading Instruction for All Students?

Core Instruction (Tier 1)
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. According to an Educational Research Institute of America research study in June 2009, the *Journeys* program "significantly increases students' reading skills and strategy use. The scores of students in the study who received instruction using Houghton Mifflin Harcourt *Journeys* increased statistically significantly." To view the complete research report, click on the link below:

- *Journeys* Research Study

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 and Special Education teachers support small group and/or guided reading instruction.

Intervention (Tiers 2 and 3)
As with Core (Tier 1) instruction, Response to Intervention practices are followed when students struggle with reading skills. Teachers work collaboratively in Professional Learning Communities (PLCs) to diagnose student needs and write appropriate intervention plans. 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. This intervention may be provided by a classroom teacher or a support teacher/paraprofessional from programs like Minnesota Reading Corps, Title I, or Assurance of Mastery. If interventions in Tier 2 are unsuccessful, the student may be given more intensive, Tier 3 interventions involving more time or a smaller group size. For a more detailed description of Response to Intervention and the intervention protocols used in the district, click on the links below or refer to the "Reading Assessment Processes and the Communication of Results" section of this plan:

- Response to Intervention – School Staff Guide
- General Intervention Flowchart
- Standard Protocol Interventions with Quadrant Analysis Explanation
- Diagnostic Assessment Protocol

Teachers in the school district have many intervention options from which to select. They may provide a small group or individual intervention themselves within the classroom. Or, they may enlist the assistance of a Minnesota Reading Corps staff member to provide an intervention. Minnesota Reading Corps members serve as one-on-one tutors and provide research-based interventions to Grades K-3 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 each school to make sure the right interventions are chosen. To view a list of the interventions Minnesota Reading Corps members can provide, please refer to the "Interventions and Instructional Supports" section of this plan.

Both commercial program interventions and evidence-based strategy interventions are provided in Bemidji Area Schools. For a list of accepted interventions, specific intervention instructions, materials, recording sheets, and fidelity checklists, please refer to the "Interventions and Instructional Supports" section of this plan.

Classroom and support teachers collaborate in PLCs to plan, monitor, and revise interventions. Intervention Plans are either written using a provided form or are delineated on the AIMSweb website. At least once monthly, student progress and intervention plans are reviewed in PLCs, and necessary changes are made and recorded. To view intervention plan forms, please refer to the "Interventions and Instructional Supports" section of this plan.

Teachers may select from a group of district-approved, research-based programs and instructional strategies to support core and intervention instruction. These practices are all aligned to ELA Standards and Curriculum Objectives. To view a listing of these practices, click on the link below:
- Evidence-Based Practices

How are Staff Development Opportunities Regarding Scientifically-Based Reading Instruction Designed and Planned?

Staff development needs in Bemidji Area Schools are determined by examining:
- Student Assessment Data (MCA, MAP, AIMSweb and curricular)
- Teacher Surveys and Staff Development Evaluations

The table on the next page lists the professional development opportunities in the district and the process by which they are planned:

Professional Development Need	How Need for PD is Determined	Who Needs the PD	Design and Planning of the PD
Training in the *Journeys* program (core basal)	• Training is required for all teachers using the program	• New teachers • Teachers needing additional support	• Occurs in the fall of the year • RtI Specialists plan and deliver through inservice and/or coaching • Teachers also receive support in PLCs
Core Instructional Strategies (i.e. Vocabulary, Comprehension)	• Fall Data Retreat and periodic review of student assessment results (i.e. benchmarking) • Teacher Surveys and Staff Development Evaluations	• Teachers of Reading District-Wide • Teachers may self-select for the training	• RtI Specialists plan and deliver to the Student Growth Team monthly • Student Growth Team delivers to PLCs monthly • RtI Specialists can support through coaching
Intervention Strategies	• Benchmarking Assessments (3 times yearly) • Diagnostic Assessments (as needed) • Teacher Surveys and Staff Development Evaluations	• Teachers applying interventions • Teachers may self-select for the training	• RtI Specialist plans and delivers to Student Growth Team as needed • Student Growth Team delivers to PLCs or individual teachers as needed • RtI Specialist coaches as requested by teachers
Reading Recovery Training	• As required by Reading Recovery Council of N.A.	• District Reading Recovery Teachers	• As required by Reading Recovery Council of N.A.
Leveled Literacy Intervention (LLI) Training	• Based on numbers of students needing interventions • LLI program is available at all elementary schools with trained teachers	• Teachers selected to use the LLI Program	• Training is delivered by a staff development provider outside of district • District Curriculum Director arranges training
Guided Reading Training	• Based on numbers of students needing interventions • Teacher Surveys and Staff Development Evaluations	• Teachers may self-select for the training • New teachers • Teachers needing additional support	• RtI Specialists plan and deliver through inservice and/or coaching
Six Traits Writing Training	• Based on numbers of students needing interventions • Teacher Surveys and Staff Development Evaluations	• Teachers may self-select for the training • New teachers • Teachers needing additional support	• RtI Specialists plan and deliver through inservice and/or coaching

All teachers of reading received training in the *Journeys* program the year it was implemented (2011-2012). New teachers not receiving the training, or those who desire assistance with implementation of the program, may receive support as indicated in the above table.

District and building student assessment data is analyzed at fall data retreats, during school improvement and school-wide planning meetings, and in PLCs. When need areas are determined, the RtI Specialist outlines the core instructional practices needed to address the core weaknesses throughout the district. This outline of practices is disseminated monthly to the building Student Growth Teams, who in turn train teachers in their PLCs. In the 2011-2012 school year, core vocabulary strategies were targeted. To view the strategy outlines for vocabulary instruction, please click on the links below:
- January 2012 Vocabulary Strategy
- February 2012 Vocabulary Strategy
- March 2012 Vocabulary Strategy

Kindergarten through Grade 5 reading teachers were trained in ten approved reading interventions in the 2011-2012 school year. As determined by student benchmarking and diagnostic data, teachers will receive training in additional interventions as needed.

How is Coaching and Training Made Available to the Staff Implementing Instructional Practices and Supports?

The main ways Bemidji Area Schools' staff members receive training are through PLCs, coaching opportunities, and staff development inservices.

Professional Learning Communities: In PLCs twice monthly, teachers receive training in core instructional strategies and intervention strategies. Student Growth Team members deliver this training after being trained themselves by the District RtI Specialist. The building principal and RtI Specialist also attend PLC meetings and offer suggestions and support as needed.

Coaching Opportunities: The RtI Specialist provides instructional coaching in reading upon teacher or principal request. Opportunities include: joint lesson planning, modeling, demonstration, co-teaching, non-evaluative observation, and consultation. The length of the coaching experience is determined depending on teacher need and request.

Staff Development Inservices: Professional Development sessions in reading instruction are provided for teachers throughout the school year. Some are offered by the District RtI Specialist and some are provided through outside sources. Teachers can attend inservices during district staff development days, during the regular school day with substitute teachers, or outside of school hours with pay. The kinds of staff development opportunities provided depend on the needs of students, data analysis, and requests from teachers.