



BEMIDJI'S PLAN FOR TIER I INSTRUCTION

Using the "The Marzano High Reliability Schools™" framework as a guide, this instructional plan is designed to show how evidence-based practices and a systemic approach to education can work together to drive permanent, positive, and significant impacts on student achievement.



English Language Arts Grades K-12

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Purpose	Understand priority standards and proficiency scales.	Learn how to develop a strong standards-based curriculum and align instruction and reliable assessments to the standards.	Follow the steps of the instructional cycle to create standards-based units and lessons.	Explore ways to change grading and reporting practices to promote student learning and growth.	Accelerate Student Learning through teachers' effective use of evidence-based instructional strategies.
Timeline	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26	SY 2026-27
Measurable Outcomes	Define and map priority standards, supporting standards and their significance. Create proficiency scales for priority standards.	Map priority standards for vertical and horizontal alignment. Begin to create assessments aligned with priority standards and proficiency scales.	Create assessments aligned with priority standards and proficiency scales. Align priority standards, proficiency scales and assessments across grade levels horizontally and vertically. Review assessments for reliability, validity and dimensionality embedded coaching.	Align priority standards, proficiency scales and assessments across grade levels horizontally and vertically. Begin to align grading and reporting practices across grades to identify student learning objectives.	Align grading and reporting practices across grades to identify student learning objectives.
Action Steps	Train Administrators and Instructional Coaches on key components. (January 27, 2023) Provide process overview to teachers. (February 27, 2023) Establish Design Team of teachers and leaders to prioritize critical content by clearly articulating priorities of learning and proficiency scales. (Complete by March 10, 2023) Finalize ELA Priority Standard Identification. (March 22nd Leadership Meeting 9-11:00 and Design Team 2:00-5:00) Principals Book Study - Leading Standard Based Learning. (March/ April/ May 2023 of Principal Meetings)	Design Team maps priority standards for vertical and horizontal alignment. (June 5, 6, 7, 2023 District Office Board Room) Design Team Virtual Q & A with Bill Zima. (June 20, 2023 9:00-11:00) Design Team meets with Bill Zima to prepare the roll-out plan (trying scales). (August 16, 2023 Virtual 9:00-11:00) Educators learn and design instruction using proficiency scales within the classroom setting. Back to School Workshop (August 30, 2023 and October 2, 2023 8:00-11:00 ; Teachers 1:30-3:00 Leadership Team) Educators receive professional development on assessment practices from Marzano and from and begin to create and use high-quality summative assessments. (February 16, 2024 9:00-11:00; 1:20-3:30 Leaders of Design Team)	Classroom teachers use and refine proficiency scales when designing units and lessons. All educators refine summative assessments for validity and reliability. Educators will also create diagnostic and formative assessments. Grade levels meet in vertical and horizontal groups to ensure alignment of instruction and learning targets with support from school leaders and MTSS Coaches.	All educators refine summative assessments for validity and reliability. Educators will also create diagnostic and formative assessments. Evaluate the effectiveness of curricular, instructional and assessment practices.	Communicate achievement status to student, parents and others. Provide information and feedback that students can use for self-evaluation and growth. Encourage student growth mindset and progress in learning. Evaluate the effectiveness of curricular, instructional and assessment practices. Identify how well a student meets the prioritized standards in a grade level or course. Provide an official record of performance. Accurately reflect student achievement as related to academic standard.
Timeline	YEAR 1 SY 2022-23	YEAR 2 SY 2023-24	YEAR 3 SY 2024-25	YEAR 4 SY 2025-26	YEAR 5 SY 2026-27

<p>Action Steps cont.</p>	<p>Teacher Book Study -Teachers Guide to Standard Based Learning. (Give Teachers the book in May 2023 - Book study will occur 2023-2024 School Year)</p> <p>Provide coaching to district and school leaders from Marzano and RCE to build capacity for MTSS and fidelity to implementation. (Ongoing)</p> <p>Create communication plan for leaders and Design Team members to elicit feedback and input from teachers throughout the process of prioritizing standards and developing proficiency scales. (Complete by July 30th)</p> <p>Create a plan for Embedded Coaching in each building to support systematic and collaborative learning for priority standards and proficiency scales. (Complete by July 30th)</p>	<p>Leadership and RCE Book study - Assessing Learning in the Standards - Based Classroom Educators. (February 2024)</p> <p>Design Team and Leadership will work on Assessments. (June 3, 4, 5, 2024 District Office Board Room)</p> <p>Virtual Q&A for design team. June 2024</p> <p>Educators monitor students' progress on grade-appropriate assignments and adjust instruction as needed. (2023-2024 School Year)</p> <p>District and School Leaders participate in coaching from Marzano and Regional Center of Excellence to support implementation. (2023-2024 School Year)</p> <p>MTSS Coaches support teachers and teacher leaders at each site to facilitate development and implementation of priority standards and proficiency scales. (2023-2024 School Year)</p> <p>Embedded Coaching by Marzano Team and Leadership (2023-2024 School Year)</p>			
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