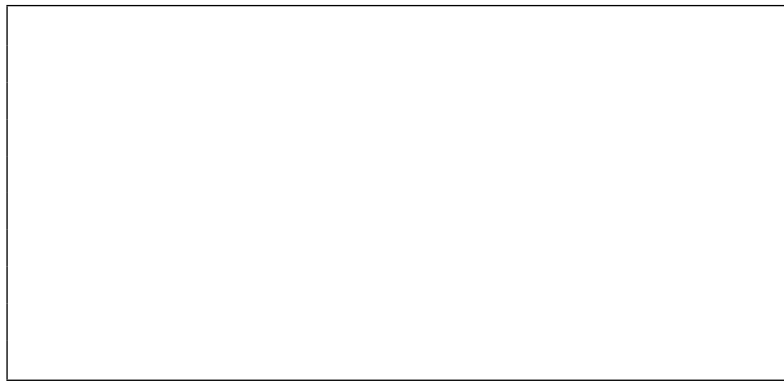


Action Plan Workbook

DRAFT DOCUMENT



This workbook includes options to consider when creating plans to improve a school Reading First implementation. When considering use of a particular action, be sure that the option is aligned with the State Reading First Plan. In all cases, the State Plan takes precedence.

Draft—Work In Progress by the Western Region Reading First Technical Assistance Center
This Is a Tool Being Made Available To Interested State Reading First Offices

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Directions

Page i. Prioritization and Ordering of Action Plans.

The Action Plan process begins with an analysis of student performance during the previous year or period. The purpose of the analysis is to identify particular groups of students for whom an Action Plan is needed because a particular group of students made inadequate progress, (e.g. A large percent of students who began significantly below grade level did not progress to a higher level; a large percentage of children who began the year at grade level did not maintain grade level performance. etc). On page 1, a chart is provided to indicate groups that did not make adequate progress. In step 1, place a check in the appropriate space for each group in which an unacceptable number of students did not make desired progress. Note that there are spaces for each grade level for students who began at grade level, students who began somewhat below grade level and students who began significantly below grade level.

In step 2, list the order for creating Action Plans for the groups identified in step 1. Note that sometimes, one Action Plan can be created for two groups if the plan for the groups would have a number of common features. A school will create multiple action plans. A school ideally will create written action plans for every group of students that did not make adequate progress with the goal of bringing all students to grade level performance.

Pages 2-10. Pages for Individual Action Plans. (Blank Copies of this form need to be reproduced for each Action Plan.)

Page 2. *Establishing Goals for Group(s) Targeted by Action Plan.* This page is used to identify the specific group(s) targeted by an Action Plan and to record the goals for improvement in student performance for that particular group(s). .

Pages 3-9. *Action Plan.* Pages: These pages are used to create the Action Plan. When constructing the Action Plan, the team will review the options on each page and write the actions to be taken for each specific area.

Page 10: *Timeline* This page is to record all actions in a chronological order. Use of this page is *optional*.

Note: The letters GL (students at grade level), SWB (students somewhat below grade level) and SB (students significantly below grade level) appear on pages 2-9 to indicate the group for whom an action is most appropriate. When an asterisk appears after SB (SB*), it is to indicate that the option may be applicable, but is not ideal for use with children significantly behind.

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Prioritization and Ordering of Action Plans

School _____ District _____ School Year _____

Step 1. Check each group for which data indicates that a written action plan is needed, that is, groups that have not made adequate progress

Grade	At Grade Level	Somewhat Below Grade Level	Significantly Below Grade Level
Kindergarten	_____	_____	_____
First Grade	_____	_____	_____
Second Grade	_____	_____	_____
Third Grade	_____	_____	_____

Step 2. Using the table below, list actions plans in the order you will implement them for groups checked in step 1. Consider factors a. – c. below in creating the list.

- Identify different groups of children that can be served by the same action plan. These are groups for which the action plan will contain many similar steps. For example, 2nd and 3rd grade students who are significantly behind would have an action plan with many common elements.
- Prioritize first grade groups at all levels and/or second and third groups that are significantly below grade level
- Prioritize action plans for groups with higher numbers of students as well as action plans that will be easier to implement.

Action Plan Number	Grade and Group(s) Targeted by Action Plan	Date Action Plan to be Created	Date Action Plan Actually Created
1			
2			
3			
4			
5			
6			
7			

Step 3 Create Action Plans in above order:

- The work on action plans begins with creating an action plan for the group(s) in Action Plan 1. Other action plans should be created as soon as possible, but not so fast as to overwhelm a staff.
- Fill out actions to be done on the appropriate pages. Prepare a blank copy of these pages prior to working on each Action Plan.(Pages 2-10)
- Optional.* List all actions from different action-plan pages on the Timeline Form in chronological order. (page11)

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Establishing Goals For Group(s) Targeted by Action Plan

Action Plan Number

(Check appropriate group(s) and fill in grade level to indicate targeted group(s) for this Action Plan

_____ Students Significantly Below Grade Level In Grade(s) _____

_____ Students Somewhat Below Grade Level In Grade(s) _____

_____ Students At or Above Grade Level In Grade(s) _____

Goals of the Action Plan -

A. Gains in Students Making Adequate Progress - (Check box and fill in percent for targeted group(s).)

Increase the percent of students who start the school year at or above grade level year and remain at or above grade level

in Grade ____, from ____ % last year to at least ____ % this school year

in Grade ____, from ____ % last year to at least ____ % this school year

Increase the percent of students who start the school year somewhat below grade level school year and advance to grade level

in Grade ____, from ____ % last year to at least ____ % this school year

in Grade ____, from ____ % last year to at least ____ % this school year

Increase the percent of students who start the school year significantly below grade level and advance to grade level in kindergarten and first grade or advance to somewhat below grade level or grade level in second and third grade.

in Grade ____, from ____ % last year to at least ____ % this school year

in Grade ____, from ____ % last year to at least ____ % this school year

B. Gains in Absolute Performance Status (Check box and fill in percent for targeted group(s).)

Increase the percent of students at or above grade level at the end of the school year

in Grade ____, from ____ % of all students last year to at least ____ % of students this school year

in Grade ____, from ____ % of all students last year to at least ____ % of students this school year

Decrease percent of students significantly below grade level at the end of the school year

in Grade ____, from ____ % of all students last year to no more than ____ % of students this school year

in Grade ____, from ____ % of all students last year to no more than ____ % of students this school year

Persons Who Created this Action Plan

School Staff Member	Position	School/district Staff Member	Position
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

State Reading First office Representative(s) _____

Action Plan Page

A. Materials and Instruction Options

Check options that will be part of action plan. Write actions to be taken below.

Choose **A.1 Intervention-Core Program** ☐ **OR** **A.2. Regular Core Program**

A.1 Use Intervention Core-Program (SB)

A.1.a Use intervention-core program with students significantly below grade level.

A.1.b Use intervention-core program with all students if a high percentage of students in school are significantly below grade level.

A.2 Teach Regular Core Program With Increased Systematic And Explicit Instruction (SWB. GL SB*)

A.2.a Use tools such as NCRFTAC lesson maps and instructional templates., OR

A.2.b Provide guidance to teachers to make instruction more explicit and systematic and incorporate daily use of decodable text at students' instructional level into lessons.

A.3. Provide Explicit And Systematic Instruction In Addition To Core Program Lessons

A.3.a. Address assessed skill gaps from previous grades through additional small group instruction (SWB **SB***)

A.3.a.1 Create explicit and systematic instructional exercises OR

A..3.a.2 Use supplemental materials

A.3.b. Bring all students to mastery on grade-level skills /content through additional preteaching or reteaching in small groups (SWB. **SB***)

A.3.c. Bring all students to mastery on grade level skills/content t through use of supplemental materials

A.3.d. Enrich and accelerate the curriculum (GL)

A.3.e. Decrease the number of supplemental programs to have a more aligned, coherent and manageable program (ALL)

A.4 Fidelity and Effectiveness of Implementation (ALL)

A.4.a. Improve implementation and/or effectiveness of instruction in selected classrooms.

A.5 Budget Allocation (ALL)

A.5.a. Indicate any adjustments in budget allocation necessary to implement selected options.

Item Code	Action to be taken	Person Responsible	Date to do	Date done

Action Plan Page

B. Time/Coverage/Master and Grouping Options.

Check options that will be part of action plan. Write actions to be taken below.

Choose B.1 Time/coverage for Intervention-Core Program ☐ **OR** **B.2. Time/Coverage for Regular Core Program**

B.1. Time/Coverage/Mastery for Intervention-Core Program (SB)

- B.1.a. Establish content-coverage goals and pacing guides for intervention-core programs so that sufficient lessons/units will be mastered and children will make adequate-progress *.
- B.1.b Increase teacher-directed instructional time in intervention core programs to enable students to master adequate number of lessons/units to reach content-coverage goals This may require two full periods daily
- B.1.c. Communicate clear directions on how teachers are to balance teaching to mastery and use of the pacing guide.

B.2 Time /Coverage/Mastery - Regular core program (SWB, GL SB*))

- B.2.a. Establish content-coverage goals and pacing guides so that children will master all lessons/units of the grade-level core program.
- B.2.b Increase time to provide needed instruction to enable students to master all lessons/units of grade-level core program and make adequate progress
- B.2.c Increase minutes of teacher-directed instruction
- B.2.d Increase minutes of small group instruction without decreasing teacher-directed instruction for any students
- B.2.e. Communicate clear directions on how teachers are to balance teaching to mastery and use of pacing guides

B.3 Extra Time in Addition to Core Reading Time

- B.3.a. Provide additional teacher-directed small group instruction time to address student s' gaps from previous grades (SWB **SB****)
- B.3.b. Provide additional teacher-directed small group instruction time to bring students to mastery on content / skills from current grade (SWB **SB****)
- B.3.c. Provide additional instructional time to enrich and accelerate students' learning (GL)

B.4 Grouping

- B.4.a. Create homogenous groups of students by performance level during core reading instruction (ALL)
- B.4.b Reduce class size for teaching of core program (SWB **SB****)

B.5 Adherence to Schedule and Grouping Guidelines in all classrooms (ALL)

- B.5.a. Improve adherence to schedule and grouping guidelines when guidelines are not being implemented in a classroom

B.6 Budget Allocation (ALL)

- B.6.a. Indicate any adjustments in budget allocation necessary to implement selected options.

*Adequate progress occurs when : a) Students at grade level remain at grade level; b) Students somewhat below grade level advance to grade level ; c) Students significantly below grade level in kindergarten and first grade move to grade level and d) Students significantly below grade level In 2nd and 3rd grade move to somewhat below grade level or grade level .

Item Code	Action to be taken	Person Responsible	Date to do	Date done

School _____

Action Plan Number _____

Date _____

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Action Plan Page

C. Assessment Options.

Check options that will be part of action plan. Write actions to be taken below.

C.1 Beginning of Year Assessments

C.1.a. Administer placement assessments from supplemental and intervention-core programs during the first days of the school year or in the spring of the preceding year to facilitate beginning instruction during the first days of the school year. (SWB, SB)

C.2 Progress-Monitoring Assessments

C.2.a If using intervention core, administer program-specific progress-monitoring assessments regularly. Ensure assessments accurately test what is taught in the program. (SB)

C.2.b If using regular core, administer program specific progress-monitoring assessments regularly. Ensure assessments accurately test what is taught in the program. (All)

C.2.c Administer Reading First progress monitoring assessments more frequently to students below grade level (e.g. monthly for children somewhat below grade level ; weekly or each second week for students significantly below grade level) (SWB, SB)

C.2.d Administer Reading First progress monitoring assessments from lower grades to students significantly below grade level frequently in addition to grade level benchmark assessments at least three times a year. (SB)

C.2.e Assess students accuracy level in reading connected text. (ALL)

C.2.f. Stop administering assessments that do not provide useful data. (ALL)

C.3 More Frequent Assessment for Students likely to Struggle

C.3.a Administer more in-depth assessments for borderline students at grade level and somewhat below grade level at the beginning of school year to determine which students may be better served by the overall program for children who are at a lower level (GL, SWB)

C.3.b Administer more frequent assessments for borderline students during the year to determine which students may be better served with the overall program for children who are at a lower level (GL, SWB)

C.4 Budget Allocation

C.4.a. Indicate any adjustments in budget allocation necessary to implement selected options. (ALL)

Item Code	Action to be taken	Person Responsible	Date to do	Date done

Action Plan Page

D. Data Utilization Options

Check options that will be part of action plan. Write actions to be taken below.

D.1. Grade Level Team Meetings to Examine Data. (ALL)

- D.1.a. Schedule frequent meetings (e.g. weekly or once every two weeks) to examine data, and create and review instructional plans.
 D.1.b. Have all staff who teach reading to students at grade-level meetings.

D.2. Adequacy and Timeliness of Reports on Student Performance and Progress

- D.2.a. Provide reports on Reading First progress-monitoring assessments as often as weekly (SB), or monthly, (SWB).
 D.2.b. Provide reports on program-specific assessments of student performance as often as weekly (SB), or monthly, (SWB) or as recommended by program.
 D.2.c. Provide frequent reports on content coverage through core, supplemental, and intervention core programs e.g. each 4 weeks for students at grade level and weekly for students somewhat and significantly below grade level.
 D.2.d. Make reports available in a more timely manner. (All)
 D.2.e. Provide additional useful reports on student performance on Reading First and/or program-specific progress-monitoring assessments to better indicate when an adjustment in the instructional program is needed..(All)

D.3 Creating Instructional Plans

- D.3.a. Establish specific performance criteria on assessments to indicate when to place students in intervention or supplemental materials. (ALL)
 D.3.b. Strengthen procedure for creating individual and group instructional plans in response to problems with student performance or problems with content coverage (ALL)

D.4 Follow-up on Instructional Plans (ALL)

- D.4.a. Strengthen procedure to support implementation of the instructional plans made in response to poor student performance or progress and strengthen follow-up procedure to determine effectiveness of plan.

D.5 Budget Allocation (ALL)

- D.5.a. Indicate any adjustments in budget allocation necessary to implement selected options

Item Code	Action to be taken	Person Responsible	Date to do	Date done

Action Plan Page

E. Professional Development Options

Check options that will be part of action plan. Write actions to be taken below.

E.1 Inservice

- E.1.a. Provide quality inservice on use of core reading program. (GL, SWB. SB*)
- E.1.b. Provide quality inservice on use of supplemental programs (ALL)
- E.1.c. Provide quality inservice on use of intervention- core reading program. (SB)

E.2 Coaching (ALL)

- E.2.a. Provide quality in-class coaching from school-based Reading First coach to all reading instructional staff
- E.2.b. Provide coaching from an external program expert (consultant or district expert) in order to ensure that instructional staff receives sufficient coaching to effectively implement programs . e.g. at least once each two weeks during the first years.
- E.2.c. Use proficient teachers to help provide demonstrations and in-class coaching.

E.3 Support for Staff Needing Extra Professional Development (ALL)

- E.3.a. Provide timely additional inservice and in-class coaching to staff not proficient in teaching programs..
- E.3.b. Providing timely help to staff with behavior management problems.
- E.3.c. Increase principal participation in plans for working with staff who need extra help.

E.4 Assessments (ALL)

- E.4.a. Provide quality in-service on administering assessments.
- E.4.b. Provide quality inservice on how to use data from progress-monitoring assessments and content-coverage reports to adjust instruction.

E.5 Budget Allocation

- E.5.a. Indicate any adjustments in budget allocation necessary to implement selected options.

Item Code	Action to be taken	Person Responsible	Date to do	Date done

Action Plan Page

F. School Organization and Support

Check options that will be part of action plan. Write actions to be taken below.

F.1. Sufficient Available Funding. (ALL)

F.1.a. Adjust the budget to support all Reading First implementation components.

F.2 Scheduling and Staff Allocation. (ALL):

F.2.a. Reallocate staffing to provide for more small-group teaching at each grade level.

F.2.b. Readjust school and/or classroom schedules to support efficient use of available resources.

F.3 Maximizing Time Available for Reading Instruction (ALL)

F.3.a. Begin instruction earlier in school year.e.g. during first days of school year

F.3.b. Have trained substitutes available for instructional staff (both teachers and paraprofessionals)

F.4 Administration of Assessments (ALL)

F.4.a. Take steps to ensure that the assessments are: correctly administered, recorded accurately and administered on schedule

F. 5. Behavior Management (ALL)

F.5.a Institute a school-wide positive behavioral support system

F.5.b Provide more support to staff having difficulty with behavior management

F.6. Special Education (ALL)

F.6.a Facilitate alignment of reading instruction to Reading First plan for special education students.

F. 7 Technical Assistance: In-School Support and Guidance From Consultants (ALL)

F.7.a Provide or increase support for teachers from outside consultant/district technical assistance provider

F.7.b. Provide or increase support for principal from outside consultant/district technical assistance provider

F.7.c.Provide or increase support for reading coach from outside consultant/district technical assistance provider

F.7.d.Replace current technical assistance provider or consultant when assistance is proving ineffective.

Item Code	Action to be taken	Person Responsible	Date to do	Date done

Action Plan Page

G School Leadership: Principal

Check options that will be part of action plan. Write actions to be taken below.

G.1 Classroom Visitation by Principal. (ALL)

- G.1.a. Increase classroom visitations by principal during core reading instruction time and extra reading instruction time.
- G.1.b. Increase classroom visitations by principal to classrooms with teacher-implementation problems or student performance problems.
- G.1.c. Increase principal's focus on essential teaching behaviors and student performance during classroom visits.
- G.1.d. Utilize structured procedure to provide feedback from principal to teachers on observations during classroom visits.
- G.1.e. Provide structured follow-up to ensure support is provided to solve problems observed during classroom observations and that this support is effective in solving the problem.

G. 2 Principal Role in Monitoring Data and Ensuring timely solutions to problems indicated by data. (ALL)

- G.2.a. Increase the frequency of principal examination of progress-monitoring assessment data.
- G.2.b. Increase the frequency of principal examination of content-coverage data.
- G.2.c. Increase principal involvement in creation of instructional plans in response to problems of inadequate students performance or inadequate content coverage.
- G.2.d. Increase principal involvement in follow up to ensure that instructional plans are implemented in a timely manner and are effective.

G.3. Professional Development. (ALL)

- G.3.a. Provide quality inservice for principal on specific programs used in school
- G3.b. Provide quality inservice for principal on assessments used in school and how to take actions based on data from these assessments
- G3.c. Provide quality inservice for principals on how to deal with implementation-related problems that can decrease student learning
- G3.d. Provide mentoring or increase current level of mentoring to principal.

Item Code	Action to be taken	Person Responsible	Date to do	Date done

Action Plan Page

H. Reading First Coach

H.1 Allocation of Reading First Coach Time. (ALL)

- H.1.a. Increase time coach spends in classrooms during reading instruction.
- H.1.b. Assign staff to help coach in performing clerical duties to free coach to do more critical tasks.

H. 2. Inservice to Teachers on Use of Programs (ALL)

- H.2.a. Provide materials/training for RF coach to use in presenting inservices to teachers.

H. 3 In-Class Coaching. (ALL)

- H.3.a. Provide frequent classroom modeling of well-taught lessons
- H.3.b. Focus in-class coaching on improving teachers' delivery of instruction
- H.3.c. Focus in-class coaching on organizing the classroom to support struggling students
- H.3.d. Use exemplary teachers to assist in providing in-class coaching
- H.3.e. Use outside consultants/district experts to provide in-class coaching to teachers

H. 4. Leadership In Grade-Level Meetings

- H.4.a. Increase RF Coach role in analyzing progress-monitoring data and providing guidance to teachers in creating instructional plans for struggling students.
- H.4.b. Use outside consultants/district experts to assist staff during grade level meetings.

H.5 Follow Up On Proposed Instructional Plans (Solutions) To Problems.

- H.5.a. Increase RF Coach role in ensuring that instructional plans are implemented well and in a timely manner
- H.5.b. Increase RF Coach role in determining if the plans are effective

H.6 Communication with Principal

- H.6.a. Increase frequency of communication with principal regarding progress of groups and actions being taken when progress is not adequate

H.7. Professional Development.

- H.7.a. Provide quality inservice for coach on how to teach and coach specific programs used in school
- H.7.b. Provide quality inservice for coach on how to create instructional plans based on data from progress-monitoring assessments
- H.7.c. Provide mentoring or increase current level of mentoring to coach.

Item Code	Action to be taken	Person Responsible	Date to do	Date done

School _____

Action Plan Number _____

Date _____

Timeline of Steps To Be Taken To Implement Action Plan (Optional)

Page _____ of _____

[illegible]