Action Planning
Creating Action Plans to Ensure a Continuous Improvement Process

Steps in Creating an Action Plan

Step 1: Big Picture
- Analyze schoolwide student outcome and growth data to determine if goals have been met.

Step 2: Medium Details
- Prioritize the focus and approach of the plans needed for areas that have missed the target.

Step 3: Small Details
- Create a plan that is measurable and observable, then implement it in a timely manner.

Step 1: Analyze Data / Funnel Your Focus

FIRST:
- Look at the most recent data summary:
  - Adequate Growth Data
  - Outcome Data
- Look for “red flags” – areas in which some work may be needed.

SECOND:
- Look at any current screening / benchmark data for that same area.
- Disaggregate the data to look for more specific “red flags,” or trends, that may be needed for the entire school, grade level, or risk category.
Step 1: Analyze Data / Funnel Your Focus

**THIRD:**

Center your Action Plan questions and solutions in this area. If you can funnel your focus further, then do so first.

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Data Summaries

The process for looking at and understanding Adequate Growth Data

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Adequate Growth: What is the Goal?

- **Adequate Growth: 70%**
  - This is challenging, but it is an attainable and appropriate goal.

- **Adequate Maintenance of 3’s: 90%**
Summary of School Data

Adequate Growth Data – Progress Monitoring Measure (IRI)  RF Outcome Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>% and # Students Moved</th>
<th>% and # Stayed</th>
<th>% and # Students Proficient for IRI</th>
<th>% and # Students Proficient for ITBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<tr>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

School Year: From Date: To Date: % and # Students Moved % and # Stayed % and # Students Proficient for IRI % and # Students Proficient for ITBS

- Of the 123 students now in this grade level, 64 of them are at Benchmark.
- For Adequate Progress: The denominator is the number of students who started in this category in the fall and were still present to be tested later. Any child that was not present for both tests is not included.

Step 2: Prioritize the Findings of the Data

Define two factors for your Action Plan based on the data:

- Focus
- Approach
Approaching the Focus of Action Planning Based on Data

Choosing Schoolwide or Targeted Action Plans with Systemic or Minor Adjustment Approaches based on Data Analysis

What type of plan do you need?

There are two aspects to consider.

<table>
<thead>
<tr>
<th>1. Approach</th>
<th>Systemic</th>
<th>OR</th>
<th>Minor Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Focus</td>
<td>Schoolwide</td>
<td>OR</td>
<td>Targeted</td>
</tr>
</tbody>
</table>

Why does it matter?

<table>
<thead>
<tr>
<th>Previous Idaho Action Plans for Continued Funding</th>
<th>Current Rapid Improvement Process Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus was generally schoolwide</td>
<td>• Focus should reflect ongoing data</td>
</tr>
<tr>
<td>• Approach was often minor adjustments</td>
<td>• Approach should reflect ongoing data</td>
</tr>
<tr>
<td>• Were generally revised once per year</td>
<td>• Should be revised often</td>
</tr>
</tbody>
</table>

With the emphasis on Rapid and Continuous Improvement Process Action Plans, we want to support everyone so there is clarity and connection between Data Summaries and Action Planning.

How do you decide?

- Choosing a Type of Plan From the Data
  1. Begin with a Data Summary
  2. Determine Types of Needs (for Approach & Focus)
  3. Prioritize Needs (for Approach & Focus)
 Begin With a Data Summary

DECIDING HOW TO PLAN FROM THE DATA

Determine types of needs

DECIDING HOW TO PLAN FROM THE DATA

Begin a Data Summary

Summary of School Data

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>High Risk</th>
<th>Some Risk</th>
<th>At Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>4/25</td>
<td>35/31</td>
<td>69/45</td>
</tr>
<tr>
<td>1</td>
<td>21/14</td>
<td>53/47</td>
<td>84/37</td>
</tr>
<tr>
<td>2</td>
<td>40/16</td>
<td>22/27</td>
<td>82/56</td>
</tr>
<tr>
<td>3</td>
<td>35/17</td>
<td>39/31</td>
<td>93/41</td>
</tr>
</tbody>
</table>

Identify Needs

Groups for Which an Action Plan is Needed (place a check to indicate plan is needed)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>High Risk Students</th>
<th>Some Risk Students</th>
<th>At Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Determine the Needs

- The Data Summaries in your packet reflect various problem areas that could use problem-solving.

- Take a colored pen and work with your neighbors to place a check mark on subgroups that are not making adequate growth or maintaining adequately.
  - 70% growth for risk categories
  - 90% maintenance for benchmark

Determine the Needs

- Step 1: Identify problem areas.

- Step 2: Look for patterns.
  - A) Are results far from goals?
    - Look for systemic schoolwide problems first.
    - Look for systemic targeted problems second.
  
  - B) Are results close to goals?
    - Look for minor schoolwide problems first.
    - Look for minor targeted problems second.

Example

Look for Systemic – Schoolwide
### Look for Systemic – Schoolwide

#### Summary of School Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>From High Risk (1) to Grade Level (2)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>From High Risk (1) to Grade Level (3)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>From Some Risk (2) to Grade Level (1)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>From Some Risk (2) to Grade Level (2)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>From Some Risk (2) to Grade Level (3)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
</tbody>
</table>

Are results low in all or most of the risk categories?

### Look for Systemic – Targeted

#### Summary of School Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>From High Risk (1) to Grade Level (2)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>From High Risk (1) to Grade Level (3)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>From Some Risk (2) to Grade Level (1)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>From Some Risk (2) to Grade Level (2)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>From Some Risk (2) to Grade Level (3)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
</tbody>
</table>

### Look for Systemic – Targeted

#### Summary of School Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>From High Risk (1) to Grade Level (2)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>From High Risk (1) to Grade Level (3)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>From Some Risk (2) to Grade Level (1)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>From Some Risk (2) to Grade Level (2)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>From Some Risk (2) to Grade Level (3)</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
</tbody>
</table>

Is the trouble in a specific risk category in one or two grade levels?

### If you see results far from the goal...

- Vertically = schoolwide
- Horizontally = targeted grade
- Or a specific group or two = targeted subgroup

- Think **systemically**!
- There’s something at the macro-level that needs to be addressed. Bigger changes are in order.
Look for **Minor** – Schoolwide or Targeted

<table>
<thead>
<tr>
<th>Grade</th>
<th>Schoolwide Minor</th>
<th>Targeted Grade 1</th>
<th>Targeted Grade 2</th>
<th>Targeted Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>%</td>
<td>%</td>
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<td>%</td>
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<tr>
<td>1</td>
<td>%</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
<td>%</td>
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</tbody>
</table>

If you see results *close* to the goal…
- Vertically = schoolwide
- Horizontally = targeted grade
- Or a specific group or two = targeted subgroup
- Think *minor adjustments*!
- The data is close, keep doing the majority of what you’re doing (i.e. don’t throw the baby out with the bath water). Small change is in order.

The Point
- If the root of your problems is at the *systemic* level, no number of minor changes will solve it.
- In other words, *match the magnitude of the solution to the magnitude of the problem* indicated in the data.

Discussion
- At your tables, discuss the Data Summaries that are provided.
- Discuss what types of needs they have for:
  1. *Approach*
  2. *Focus*
Identify Needs

Groups for Which an Action Plan is Needed
(place a check to indicate plan is needed)

- High Risk Students
- Some Risk Students
- At Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Targeted by Action Plan</th>
<th>Date Action Plan to be Created</th>
<th>Date Action Plan to be Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
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</tr>
<tr>
<td>First Grade</td>
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<tr>
<td>Second Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Grade/Grade Level Students</td>
<td>6/15/08</td>
<td>8/20/08</td>
<td></td>
</tr>
<tr>
<td>Second and Third Grade/High Risk Students</td>
<td>6/16/08</td>
<td>8/20/08</td>
<td></td>
</tr>
<tr>
<td>Kindergarten/Some Risk Students</td>
<td>7/02/08</td>
<td>8/20/08</td>
<td></td>
</tr>
</tbody>
</table>

1. Take a moment to evaluate your own Data Summary and mark the groups for which a plan is needed.
2. Discuss with a neighbor if the plan(s) need to be systemic or minor adjustments.

Prioritize Plans in Sequences that Will Make the Most Beneficial Differences Fastest

Example of Prioritized Groups for Action Planning

- **Priority 1:** Systemic Problems/Solutions
  - First: Systemic Schoolwide and Early Intervention
  - Second: Systemic Targeted Groups

- **Priority 2:** Minor Adjustment Problems / Solutions
  - Third: Minor Schoolwide and Early Intervention
  - Fourth: Minor Targeted Groups
In Review …

- Choosing a Type of Plan From the Data
  1. Begin with a Data Summary
  2. Determine Types of Needs (for Approach & Focus)
  3. Prioritize Needs (for Approach & Focus)

- What remains that must be done …
  - Conduct further problem analysis that is specific to the priority at hand (use the Checklists that match the Practices Handbook)
  - Create a plan that addresses the focus and the approach.

Step 3: Analyze Problem / Create a Plan

Once we have funneled our focus to the specific area of need and determined a type of approach, then we look for the causes of the problem and plan solutions.

For example:
- Is the CRP being taught well in this area?
- Is this area of the CRP being pretaught, etc., with more explicitness during Workshop/UA?
- Is structure being added to the CRP in this area to bring more explicitness and scaffolding?
- Are students receiving explicit, systematic instruction in this area for Intervention with practices that ensure mastery?
- Is leadership supporting this area of need with coaching and administrative backup?

The idea is that you want to evaluate all of the small details that influence this one area of focus that has been identified.

Looking at the problem from a SYSTEM-WIDE PERSPECTIVE, what needs to be changed to ensure that students will master the necessary skills?

A tool used for categorizing our questions about these small details is the graphic organizer titled Action Plan for Targeted Groups.
### Step 3: Analyze Problem / Create a Plan

#### Components of Step 3

- A. Define the problem
- B. Analyze the reasons for the problem
- C. Determine the goal
- D. Develop a set of action plan statements that center on the goal
- E. Implement and monitor the plan

### Define the Problem

#### Use a Data-Based Definition

The problem is defined as **the difference between what is expected and the actual performance.**

### Define the Problem: Key Points

- The problem should be defined relative to adequate progress data (keeping in mind outcome data such as ITBS).
- The expectation/goal needs to be known before the problem can be defined.
- The severity of the difference between expectation and performance should indicate the intensity of the changes needed in the action plan (systemic vs. minor).
**Problem Definition: Example 1**

Goal (85%) – Actual (56%) = Problem (29 point difference)

- Example:
  - 85% of our first grade students at Some Risk status at the beginning of the school year were expected to move to Grade Level by the end of the school year; only 56% of these students moved to Grade Level status. The difference between performance and expectation is 29 percentage points.

- The Problem Definition is recorded on the first page of Form C: Action Plan for Targeted Group.

**Problem Definition: Example 2**

Goal (70%) – Actual (24%) = Problem (46 point difference)

- Example:
  - 25 second and third grade students began the school year at a High Risk status level in reading. It was expected that 70% of these students would move to Some Risk or Grade Level status at the end of the school year. 24% or 6 out of 25 students made adequate progress. The difference between performance and expectation is 46%.

- The Problem Definition is recorded on the first page of Form C: Action Plan for Targeted Group.

**Conduct Problem Analysis**

- Work through the process of gathering relevant information about the critical components of the current implementation practices in order to evaluate the underlying cause(s) of the identified problem.

- Will result in answering why the problem is occurring.

**Conduct Problem Analysis: Create / Collect Recommendations**

Tie in the help of outsiders (Calibrations, TA Providers, & Consultants):

- Utilize the strengths of outside observers to assist in the problem analysis and recommendations for solutions.

- Remember…
  - Be sure to have a narrow focus.
  - Keep the discussion centered.
  - Use the “Critical Variables for School Action Plans” as a way of weaving together all of the components and recommendations for the plan.
**Problem Analysis: Example 1**

- **Materials and Instruction:** Reteaching and/or preteaching is not conducted on a daily basis nor done in small groups for Some Risk first graders. **Students need** additional instructional time to master current grade level content.

- **Data Utilization:** There are no current decision rules in place to help teachers determine when and what instructional changes may be needed for individual students.

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**Problem Analysis: Example 2**

- **Materials and Instruction:** Currently students receive only one lesson per day in the Core Intervention Program. It is recommended that these students receive at least two lessons per day. Groups are currently 12-13 students in size and need to be reduced. **No pacing guide** is currently used for the Intervention Core Program.

- **Data Utilization:** Teachers do not consistently reteach content when students fail to reach mastery on in-program Intervention Core tests.

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**Determine the Goal**

- The Team sets the goal for targeted group for the upcoming school year/period of time.

- **Goal Statement Components:**
  - Specific group for whom the Action Plan is being written
  - Time Frame
  - Criterion

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**Goal: Example 1**

- **By the end of the 2008-09 school year,** 85% of our first grade students who started the year at Some Risk status will move to Grade Level status.

- **Record the Goal Statement on the first page of Form C: Action Plan for Targeted Group.**
Goal: Example 2

- 70% of our second and third grade students who start the 2008-09 school year at High Risk status will move to Some Risk or Grade Level status by the end of the school year.

- Record the Goal Statement on the first page of Form C: Action Plan for Targeted Group.

Develop the Plan

- The NCRFTA Practices Handbook and the accompanying Practices Checklists can be a very useful tool for determining specific actions to take.
  - These tools can be used to both analyze the problem and find possible remedies based upon the probable cause(s).

- Action plan statements then center on the 8 critical variables.

Action Plans: 8 Critical Variables

- Critical Variables:
  I. Materials and Instructional Practices
  II. Time/Coverage/Mastery and Grouping Practices
  III. Assessment Practices
  IV. Data Utilization Practices

- Critical Variables:
  V. Professional Development
  VI. Schoolwide Organization and Support
  VII. School Leadership: Principal
  VIII. Reading First Coach
Considerations for Critical Variable #1

I. Materials and Instructional Practices
- Are these students receiving daily practice on critical skills introduced in the CRP?
- Do these students receive pre-teaching and/or reteaching of skills introduced in daily CRP lessons?
- Do these students receive extra small group instruction focused specifically on their areas of deficit (e.g. phonemic awareness, letter-sound correspondence, alphabetic principle, etc.)?

Considerations for Critical Variable #1

II. Time/Coverage/Mastery and Grouping Practices
- Are these students receiving a sufficient amount of time for reading instruction?
  - Recommendations:
    - 90+ minute reading block
    - Additional time suggestions: 30 minutes Some Risk students
    - Additional time suggestions: 45-60 minutes High Risk students (beyond the basic 90 + 30 above)
- Are the most struggling readers in the smallest instructional groups?

Considerations for Critical Variable #3

III. Assessment Practices
- Are diagnostic assessments used to determine the type(s) and extent of skill gaps each student has?
- Is progress monitoring used to monitor student growth on a frequent basis?
  - Recommendation: 2x month for some risk (Strategic) students
  - Recommendation: 1x per week for high risk (Intensive) students
Considerations for Critical Variable #4

IV. Data Utilization
- Are teachers using progress monitoring data to inform their instruction on a day to day basis, or are they merely collecting data?
- Do teachers have some type of decision rule they to use for analyzing data to see if the instructional treatment is working?
- Do Grade Level Teams help each other analyze data and problem solve?

Considerations for Critical Variables #5-8

Critical variables V – VIII.
- Are the action statements aligned with those in variables I – IV?
- Do the coach and principal have action statements that support the identified classroom variables?
- Are all the action statements centered on the same focus rather than just loosely related?
- Do all schoolwide resources and organization support the solution?

Step 3: Create / Collect Recommendations
- Center all solutions around the problem in focus.
  - E.g. If the area of concern is Phonemic Awareness and its connection to decoding, then no part of the plan should center on vocabulary.
- Be sure to think of solutions in terms of the Critical Variables outlined above and in the Practices Handbook.

Step 3: Create / Making the Goals for the Action Plan
- Be Specific!
  - State a goal that is measurable.
  - Tell what you will do differently, how it will be done, who will do it, and when (frequency, etc.).
  - Plan actions that are observable and measurable.
  - Sufficient detail is needed so that it is possible to determine when the action has truly been implemented.
Step 3: Create / Making the Goals for the Action Plan

Points to Consider:
Sufficient detail is needed so that it is possible to determine when the action has been implemented.

1) Use highly specific wording that describes the actions to be taken (i.e. what exactly will be done, by whom, how, and for how long).

2) Use enough specificity that even an outside observer could come in and "check off" if he/she sees the actions being done (i.e. observable and measurable).

Points to Consider (continued):
3) Give a timeline for the occurrences of the actions to be taken and the implementation of the overall plan that is outlined and "rapid" in nature. For example, how frequently do you expect the persons involved to do the actions, and do you expect this solution to be implemented in 4 weeks, 6 weeks, two months, or less?

4) Include components that all center on the same problem and solution. In other words, there may be a number of areas of need, but which area has been identified by the data that will have the greatest impact if solved first?

Observable & Measurable:
Specific vs. Not Specific

<table>
<thead>
<tr>
<th>Category</th>
<th>Specific</th>
<th>Not Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time and Grouping</td>
<td>We will increase the time spent providing additional instruction for students performing somewhat below grade level from 20 to 40 minutes per day in Grade 1. This increase will require changes in the schedule and personnel allotted to Grade 1. A school-wide schedule reflecting this change will be prepared by the building Leadership Team by Aug. 1, 2008.</td>
<td>We will increase the time spent in providing instruction for students performing somewhat below grade level.</td>
</tr>
<tr>
<td>Reading First Coach</td>
<td>Coach and principal will identify and meet with third grade teachers having difficulty teaching the comprehensive reading program. Coach will provide side-by-side coaching to teachers three times per week for 30 minutes for a six week period. Coach and teachers will meet one time per week for 30 minutes to discuss progress on identified issues.</td>
<td>Coach will mentor third grade teachers having difficulty.</td>
</tr>
</tbody>
</table>
Observable & Measurable: Specific vs. Not Specific

<table>
<thead>
<tr>
<th>Category</th>
<th>Specific</th>
<th>Not Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership (Principal)</td>
<td>The building principal will conduct 5-minute observations during reading instruction in each K-3 classroom at least one time per week. The principal will follow the (XYZ) format for 5-minute observations.</td>
<td>The building principal will increase his visibility in classrooms.</td>
</tr>
<tr>
<td>Assessment and Data Analysis</td>
<td>Students who are significantly below grade level will be assessed weekly with the ABC progress monitoring tool. All grade level team meetings will meet at least twice per month to analyze progress monitoring data.</td>
<td>We will increase progress monitoring for our students who are significantly below grade level.</td>
</tr>
</tbody>
</table>

Maintaining Focus: Sample of a Unified Plan

- Now, let's look at a plan that is centered on one problem.
- Be thinking about how the items are woven together and how they work toward the same “funneled focus”.

Sample Action Plan: Grades 2/3 Students at “Some Risk”

<table>
<thead>
<tr>
<th>Area for Action Plan</th>
<th>Action to Be Taken</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials and Instructional Practices</td>
<td>Students with phonics deficits as determined by the ABC Phonics Screener will receive direct instruction on missing decoding skills using the EFG Supplemental Phonics Program in place of teacher-generated activities.</td>
<td>Reading Coach Grades 2/3 Teachers</td>
</tr>
<tr>
<td>Time/Coverage/ Mastery and Grouping Practices</td>
<td>Students will receive teacher-led instruction on phonics deficits using the EFG Supplemental Phonics Program for 30 minutes daily followed by 15-minutes of fluency development at the student’s independent level during this 45-minute small group instructional period (outside block).</td>
<td>Grades 2/3 Teachers</td>
</tr>
</tbody>
</table>

Sample Action Plan: Grades 2/3 Students at “Some Risk”

<table>
<thead>
<tr>
<th>Area for Action Plan</th>
<th>Action to Be Taken</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Practices</td>
<td>Progress monitoring will be increased from one time per month to every two weeks. Coach will assist teachers in placing students at the appropriate level within the EFG Program.</td>
<td>Reading Coach Grades 2/3 Teachers</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Instructional staff that will be teaching the EFG Supplemental Phonics Program will receive a half-day of initial training on the program. The coach will then model 2 lessons within the classroom, co-teach 2 lessons, and conduct observations with feedback for teachers using the program.</td>
<td>Reading Coach Grades 2/3 Teachers</td>
</tr>
</tbody>
</table>
Implement the Plan

The best laid Action Plans are meaningless unless the steps within the Action Plan are actually taken.

The “Person Responsible” should ensure step is actually implemented … and implemented as it was designed.

Implememt the Plan

- Be sure to include all stakeholders in the process.
- Communicate the plan well to all faculty and staff involved in the actions.
- Keep the data at the forefront of the conversation with all involved faculty and staff.

Evaluate the Plan: Progress

- Until the identified problem has been solved, the team responsible for the actions in the plan should meet on a regular basis to:
  - Communicate progress on implementation of the action statements
  - Discuss the progress of student data related to the plan
  - Make necessary changes to the plan

<table>
<thead>
<tr>
<th>Progress Toward Goal is:</th>
<th>Continue to use the methods outlined and move on to create an Action Plan for the next area of concern.</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Target</td>
<td></td>
</tr>
<tr>
<td>Not on Target</td>
<td>Reevaluate and refine the recommended solutions.</td>
</tr>
</tbody>
</table>

Evaluate the Plan: Outcomes

- The Goal was:
  - Met: Plan continues. Strategies are used again next time a similar problem arises.
  - Not Met (but close): Achievement of targeted group improved. Make additional changes to subcomponents of the plan as needed.
  - Not Met (not close): Reanalyze problem to determine other needed changes. Reevaluate the entire scope of the plan for how well it suits the problem.
Next Steps

Your own Action Plan:
- For the next few minutes, evaluate the items of your plan in light of today’s presentation.
- With the other leader from your site and the RF Coordinators, look at your plan with critical eyes.
  - Is it specific enough?
  - Does it target the key problem and stay on that target?
  - Does it fit into the guidelines given today?
  - How quickly is the whole plan expected to be implemented?
  - Etc.

Please remember…
- Deb, Rosie, and Steve are here to help.
- One of our key job descriptions is to help with implementing changes that relate to your Action Plans and Practices.
- If you would like any assistance, please let us know.