Creating Focused Action Plans

Idaho Reading First Leadership Meeting
May 15, 2008

Steps in the Action Planning Process

1) Gather and Display Adequate Progress Data
2) Analyze Data to Determine Groups that Did Not Make Adequate Progress
3) Prioritize Creation of Action Plans
4) Create Action Plans

Action Plans and Instructional Plans: Working Definitions

- **Action Plan: Changing the System**
  - An improvement plan based upon data and an analysis of the schoolwide instructional system.
  - Adjusted in response to data 1-2 times a year.

- **Instructional Plan: Working Within the System**
  - A plan for small groups or individual students whose needs are not fully met by the schoolwide system.
  - Adjusted frequently in response to data as needed.

Prioritizing Groups for Action Planning

Form B: Action Planning (Sample)

<table>
<thead>
<tr>
<th>Action Plan Number</th>
<th>Grade and Group(s) 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>1</td>
<td>First Grade/Some Risk Students</td>
<td>6/17/08</td>
<td>8/20/08</td>
</tr>
<tr>
<td>2</td>
<td>Second and Third Grade/High Risk Students</td>
<td>6/17/08</td>
<td>8/20/08</td>
</tr>
<tr>
<td>3</td>
<td>Kindergarten/Some Risk Students</td>
<td>7/02/08</td>
<td>8/20/08</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Create Action Plans

- **Define the Problem:**
  - Problem is defined as the difference between what is expected and the actual performance. (Data-Based Definition)

- **Define Key Points:**
  - Problem should be defined relative to adequate progress data.
  - Need to know expectation before the problem can be defined.
  - Severity of the difference between expectation and performance should indicate the intensity of the changes needed in the action plan.

- **Example Definition Group 1:**
  - “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 15 out of 27 or 56% of these students moved to Grade Level status. The difference between performance and expectation is 29 percentage points.

- **Problem Definition is recorded on Form C Action Plan for Targeted Group.”**
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- Example Definition Group 2:
  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%.
  - Problem Definition is recorded on Form C Action Plan for Targeted Group.

Your Turn

- Create a Problem Definition for the first group listed on your prioritized action planning list.
- Remember to define the problem relative to performance and expectation.

Tools to assist with Problem Analysis:
- Sample Tools: “Implementation Plan Questions to Consider When Constructing Action Plans”
  - Available for K, 1, and 2/3
- PET-R
- Other tools that may help determine cause of the problem.

Conduct Problem Analysis

- Process of gathering relevant information about the critical components of a school's Reading First plan and implementation of that plan in order to evaluate the underlying cause(s) of the identified problem.
- Will result in answering why the problem is occurring.
**Conduct Problem Analysis:**
Critical Components to Analyze
- Materials and Instructional Practices
- Time/Coverage/Mastery and Grouping Practices
- Assessment Practices
- Data Utilization Practices
- Professional Development
- Schoolwide Organization and Support
- School Leadership: Principal
- Reading First Coach

**Problem Analysis**

- When conducting the problem analysis, we can look at practices within Reading First schools who are highly challenged, yet made significant student achievement gains.
- The following slides reflect some of these practices.
- More thorough information can be found in the *Practices Handbook*.

**Example of Problem Analysis for Group 1**

- **A.1 Using the Grade Level Comprehensive Reading Program**
  - A.1.e Preteaching/Reteaching
  - A.1.d Teaching the Comprehensive Reading Program so that Students Cover *and Master* Adequate Content.

- **D.1-4 Data Utilization Practices**
  - D.3.d Timely Instructional Changes are Made When Individual Students Do Not Perform or Progress at Desired Levels
Example of Problem Analysis for Group 2

- A. Materials and Instructional Practices
  - A.4.d Implementation of Intervention Core Program
    - Size of groups
    - Scheduling
    - Pacing plans

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- Example for Group One:
  - 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.

- C. Assessment and Data Utilization
  - C.3 Progress Monitoring During the School Year
    - Intervention Specific Assessments
      - Assessments are being reliable administered and adjustments are made quickly when in-program assessments indicate students are not learning the content.
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- **Example for Group Two:**
  - **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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Create Action Plans

3. **Determine the Goal**
   - Leadership Team sets 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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Example Goal - Group 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 Goal Statement on first page of Form C Action Plan for Targeted Group.

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Example Goal - Group 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 Goal Statement on first page of Form C Action Plan for Targeted Group.
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Your Turn

• Create a Goal Statement for the first group listed on your prioritized action planning list.

The Action Plan

• Actions to be taken are recorded on Form C Action Plan for Targeted Group.
• Steps for remedying the problem should have a direct link to the problem analysis.
• Any action listed must be specific, observable, and measurable.
• Sufficient detail is needed so that it is possible to determine when the action has been implemented.

Problem Solving Process

Create Action Plans

Develop the Plan

The Practices Handbook can be a very useful tool for determining specific actions to take to remedy a problem based upon the probable cause(s) of the problem.

Form C - Action Plan for Targeted Group

<table>
<thead>
<tr>
<th>Area for Action Plan</th>
<th>Action to Be Taken</th>
<th>Person Responsible</th>
<th>Report on Progress of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials and Instructional Practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text/Content/ Mastery and Grouping Practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Utilization Practices</td>
<td></td>
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<tr>
<td>Professional Development</td>
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<tr>
<td>Schoolwide Organization and Support</td>
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<tr>
<td>Reading First Coach</td>
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</tbody>
</table>
What does specific mean?

**Not specific:**
We will increase the time spent in providing instruction for students performing below grade level.

**Specific:**
We will increase the time provided for comprehensive reading instruction from 90 to 120 minutes in grades 1-3. Schedules will be drawn up by Building-Leadership Team with reading instruction as a priority. Schedule will be completed by August 1, 2009.

Sample Action Plans - Partner Activity
Sunnyside Elementary

**Group 1:** Grade 1 - Some Risk Students  
**Group 2:** Grades 2 & 3 - High Risk Students

**Action Plan Summary**
1. What are the key components of the Action Plan?
2. Do the actions match the identified causes of low performance as determined in the Problem Analysis? Explain.
3. As a whole, are the steps listed in specific, observable, measurable terms?
4. Other comments.

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**Implement the Plan**
- The best laid Action Plans are meaningless unless the steps within the Action Plan are actually taken.
- “Person Responsible” should ensure step is actually implemented…and implemented as it was designed.
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- **Evaluate the Plan**
  - Leadership team gathers throughout year to evaluate data, discuss progress of the plan, and make changes as needed.
  - Possible Outcomes:
    - ✓ Goal Met. Plan continues.
    - ✓ Goal not met, but achievement of targeted group improved. Make additional changes as needed.
    - ✓ Little progress made with targeted group. Reanalyze problem to determine other needed changes.

Create Action Plans

- **Your Turn**
  - Conduct a **Problem Analysis** with the first group on your prioritized list. Summarize and record on Form C.
  - Begin writing steps in the Action Plan for your identified group.

- Repeat the Problem Solving Process for creating Action Plans for other groups identified in Steps 2 and 3 of Action Planning.