

American Reading Company 12 Action Steps Checklist

Scale for estimates below: 4 = High (90-100%); 3 = Medium (75-89%); 2 = Low (50-74%); 1 = less than 50%

Step #1: Principal Leadership	4	3	2	1
1. Principal is actively involved in each in-school Coaching Day conducted by the American Reading Company Executive Coach.				
2. Each Coaching Day begins and ends with a brief meeting between Principal and Coach to set objectives, review progress, and revise Action Plan.				
3. Principal participates in at least 2 classroom sessions with the Coach on each Coaching Day.				
4. Principal participates in RtI grade group meetings at the School Data Wall twice a month with the Coach.				
5. Principal runs RtI Leadership Team meetings weekly, reviewing classroom and student progress data to ensure every teacher is fully implementing each of the Action Steps and that every student is trending toward grade-level reading proficiency by year's end.				
6. Principal coaches one below-level student daily.				
7. Principal works in one classroom daily during 100 Book Challenge time.				
Key Metric: % of participation in ARC staff development events.				

Step #2: Teacher Expertise	4	3	2	1
8. American Reading Company Executive Coach models each of the Action Steps for small groups of teachers in their classrooms (fishbowl demonstrations by grade groups).				
9. The Coach, Principal, and Site Coordinator provide one-on-one classroom coaching visits for every teacher for each of the Action Steps.				
10. The average rate of reading progress for the students in each classroom is visible on an ongoing basis, so teachers and principals can monitor the effectiveness of their instruction.				
11. Teacher learning results from their daily use of the tools provided with each Action Step.				
Key Metric: % of participation in ARC staff development events.				

Step #3: Reading Levels Determined	4	3	2	1
12. By the end of the first week of school, the reading level of every student is determined.				
13. Students participate in the reading level assessment process.				
14. Baseline reading levels are entered in KidPace student data tracker.				
15. Tier II and Tier III students are identified.				
Key Metric: % of students sampled with accurate levels.				

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Step #4: Independent Reading System	4	3	2	1
16. Students spend 30 minutes in structured, coached, monitored, independent reading during their daily Literacy Block.				
17. Students' independent reading is at their reading success levels.				
18. Students engage in coached accountable talk about their independent reading with a partner each day.				
19. Students record each 15-minute Step on a logsheet.				
20. Students' Steps numbers are updated DAILY in KidPace.				
21. Incentive folder system is established.				
22. Principal awards medals for every 100 Steps of reading.				
23. 300 book rotate weekly (K-5) and every two weeks (6-9).				
Key Metric: % of students sampled with 2+ in-school Steps per day on their logsheets.				

Step #5: Parent Engagement and Home Reading	4	3	2	1
24. Students read at home for 30 minutes every night.				
25. Students take enough books home to read at least 2 Steps daily, including weekends and holidays.				
26. Students use Skills Cards at home and in school.				
27. Incentives reward every 10 Steps of home reading.				
28. KidPace daily reports indicate 100% of students are on target for Steps read.				
29. Students without home support have a surrogate Home Coach.				
Key Metric: % of students sampled with 2+ Steps per night on logsheet.				

Step #6: Data Management: RtI Data Wall and Action Plans	4	3	2	1
30. Grade-level teacher groups meet at Data Wall every other week to discuss individual student progress and RtI Action Planning.				
31. KidPace and Data Walls are used weekly by RtI Leadership to monitor individual student progress.				
32. Safety nets are established and working to ensure that daily home reading make-up is provided.				
33. Incentive system drives all stakeholders to ensure 100% of students in every classroom achieve targets.				
Key Metric: % of below-level students on Data Wall with Action Plans.				

Step #7: Explicit, Systematic Instruction	4	3	2	1
34. Teachers provide guided practice in the application of standards to independent reading practice.				
35. Teacher "Sets Focus," asking students to apply standards to their 100 Book Challenge independent reading.				
36. Teacher "Listens In" as students read to determine the extent to which each student is successful in applying standards to independent reading.				
37. Students share/discuss their reading and use of focus standard.				
Key Metric: % of classrooms visited which set the focus appropriately before reading.				

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Step #8: Conferences and Formative Assessment	4	3	2	1
38. Teachers confer with individual students during independent reading using Conference Notebooks.				
39. Teachers use the IRLA (proposed national standards for reading) to set and document individual goals for students.				
40. These goals are recorded on Action Plan Cards on Data Wall for Tier II and Tier III students.				
41. Teachers keep IRLA numerical values as part of regular progress monitoring.				
42. IRLA scores are entered into KidPace and are truthful and verifiable.				
43. Individual conferences focus on the “one door-opener skill each student needs to practice.”				
44. Individual conferences are used to inform Action Planning at Data Wall meetings for Tier II and Tier III students.				
Key Metric: % of students sampled with IRLA conference notes.				

Step #9: Differentiated Instruction and Action Planning	4	3	2	1
45. Every student works at his/her appropriate level of challenge during the entire Literacy Block.				
46. Whole-class lessons target standards essential for all students.				
47. Small-group lessons target standards essential for SOME students.				
48. Individual instruction targets standards essential for below-level readers.				
49. Teachers create and continually revise classroom Action Plans for ensuring every student finishes the year on or above grade level in reading.				
Key Metric: % of classrooms visited with differentiated instruction action plan.				

Step #10: Small Group Intervention (Tier II)	4	3	2	1
50. Teacher reconfigures flexible small groups as individual needs change.				
51. Below-level readers receive more time in small groups than on-level readers.				
Key Metric: % of classrooms visited with small group intervention established based on IRLA skills and strategies.				

Step #11: Intensive One-to-One Intervention (Tier III)	4	3	2	1
52. Teachers use a variety of auditory, kinesthetic, visual, adrenaline encoding, and other strategies to accelerate individual progress.				
53. Teachers determine individual learning strengths, interests, and modalities to help below-level readers accelerate progress.				
54. Teachers seek assistance as needed in implementing prevention and intervention techniques.				
55. Teachers monitor individual progress daily, changing Action Plans and individual interventions as needed.				
Key Metric: % of Tier 3 students sampled with 1-to-1 interventions established.				

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Step #12: Reading Beyond the Literacy Block	4	3	2	1
56. Teachers and parents help transfer students' success to content area reading, extended day settings, and summer school.				
57. Community support networks are tapped to bring additional resources to students, teachers, and families, ensuring ALL students are making adequate progress.				
Key Metric: % of classrooms visited with reading support beyond the literacy block.				