

ACTION 100: RTI ACCOUNTABILITY MODEL

In Partnership with American Reading Company



Biological, Sustainable, Renewable, Precious, Vulnerable, At-Risk

KID ENERGY

Visit any one of our 1,100 schools in 34 states with even a partial implementation of any one of our programs and you will see a school that is infused with KidEnergy. When students work in environments where they regularly have choice, power, fun, freedom, and belonging (Wm. Glasser, *The Quality School*), the vast majority of students (and teachers) thrive. When struggling readers spend most of the day reading from books they can read and want to read across content areas, their rate of reading acquisition increases dramatically (Richard Allington, *What Really Matters for Response to Intervention*). When social studies and science classrooms provide basic structure and promote self-direction through project-based learning and student inquiry projects, students develop individual areas of expertise and a passion for learning (Grant Wiggins). When the leveling system for both books and readers is standards-based, meaning-based, and built on a phonics infrastructure, the reading wars become a thing of the past. When students of all achievement levels, with various learning differences, and from different neighborhoods or countries, can work together to research and explore their histories and shared physical world, rather than be tested on content that has been pre-digested and sanitized into a textbook, we have a chance at creating the world we so optimistically envision.

ACTION 100

Response to Intervention Accountability Model

American Reading Infrastructure

A Shovel-Ready Public Investment Project

Action 100: A Change the Game Accountability System

Dramatically increases reading test scores.

Currently in 1,100 American Schools in 39 states.

- Goal #1: 95% of students will score at proficient or advanced on any reading tests used by the districts/states
- Goal #2: 0 referrals to special education
- Goal #3: 0 retentions

Closes the Achievement Gap

Adjusts Interventions until Every Student is Proficient

Targets Instruction for ELL, Students with Special Needs, Gifted & Talented

Builds Teacher, Parent, and Administrator Capacity

Provides Accountability Systems for All Stakeholders

High-Impact Workforce Development Initiative at Female Owned Company



Action 100 Proposal

Response to Intervention Accountability Model

Materials & Professional Development Timeline

Action Step	Action	Date	# of Days in Each School	Frequency
1	Start-Up Training: Full Day Workshop: District Leadership Team	Aug		
2	Start-Up Training: Full Day Workshops: School Teams to include Principals	Aug	2	
3	Leveling: On-Sites and Leadership Meetings (Reading Levels in KidPace, Tier 2 Students on Data Wall)	Sept	4	Daily
4	100BC Program Launch: On-Sites and Leadership Meetings (All 100BC routines in place)	Sept	4	Daily
	Site Coordinator Meeting #1 (September)			
5	Parent Engagement Workshop (Back-to-School Night)		1	Weekly
6	(Independent Practice)	Sept		
7	Steps-Read Target: On-Sites and Leadership Meetings (once a week) (Every student at 200 Steps)	Oct	4	Weekly
	Site-Coordinator Meeting #2 (October)			
8	Differentiating Instruction: On-Sites and Leadership Meetings: (once a week) (One seamless literacy program working together for every child)	Nov	4	Weekly
9	Independent Practice (no visits)	Dec		
10	Half Day Workshop: District Leadership Team Mid-Year Training	Jan		
11	Reading Diagnosis/Prescriptive: On-Sites and Leadership Meetings (once a week) (Diagnosis and remediation of individual reading difficulties)	Jan Feb	8	Weekly
	Site Coordinator Meeting #3 (January)			
12	Making it Work for Every Child: On-Sites and Leadership Meetings (once a month) (Find every child not making progress and doing something about it)	Mar Apr May June	4	Monthly
	Site Coordinator Meeting #4 (March)			
	Action 100: RtI Accountability Model		100 Book Challenge	
	Per District (or Region): \$10,000 • 1.5 Days District Leadership Training • 4 Site Coordinator Meetings	Per School: \$50,000 • 1 Additional Day of Start-Up Training • 30 School On-Sites • 1 Parent Night	Per Classroom: \$3,500 (100 BC Materials) (1 group of 20-30 students) • 100BC Module	
Totals	# Districts/Regions=	# Schools=	# Classrooms=	
Cost	\$10,000			
Grand Total				

Action 100 Proposal

Response to Intervention Accountability Model

American Reading Company proposes to partner with _____ School District to ensure 95% of students, grades _____ score at proficient or advanced on the _____ State Test.

Action 100 is not for the faint-hearted. The enclosed action plan will change school and district routines, expectations, and some deeply held assumptions about how students learn and why some do not.

Action 100 holds every person: student, parent, teacher, and administrator accountable for the reading success of the students in his/her care. A daily flash is sent via email to each principal and district administrator reporting on their progress. One click reveals district, school, and classroom dashboards tracking real-time achievement trends by student, classroom, NCLB sub-groups, and schools in time to influence outcomes.

100 Book Challenge puts national reading standards at the center of every classroom's instructional program and ensures every student gets sufficient reading practice in school and at home, regardless of achievement level, home support, or current engagement level.

We hope you will decide to take on this challenge. ARC is willing to partner with any district in which:

- 1) Action 100 is one of the Superintendent's Top 5 initiatives
- 2) An assigned District Coordinator makes Action 100 his/her first priority
- 3) The District Superintendent holds principals accountable for hitting Action 100 targets
- 4) Principals hold teachers accountable for hitting Action 100 targets
- 5) Teachers hold students accountable for hitting Action 100 targets
- 6) Principals are required to participate in 32 on-site training sessions during school time in their building

Smart is not something you are. Smart is something you become. Once all students are regularly engaged in academically rich experiences of their more successful peers, the Achievement Gap will disappear for most of them.

Action 100 Proposal

Response to Intervention Accountability Model



Assumption 1:

Smart is not something you are.

Smart is something you become.

Smart is the result of the right kinds of hard work.

Most students who are behind in reading are behind because they haven't read enough. They simply haven't had enough practice to get good at it. In addition, they haven't developed an identity as a "reader" and they haven't developed the reading lifestyles of their more successful reading peers. Until this is changed, no amount of instruction will ever close the gap between these students and those who spend hours a day reading at home because they can't imagine a day without books.

Action 100 changes this. Once massive amounts of successful and enjoyable reading practice have become the norm in the school community, most below-level readers will begin to make rapid progress. We will expect 2, 3, and even 4 years of growth within one year. Establishing the routines and accountability systems to ensure this practice happens for every participating student will be the first priority of Action 100.

A small percentage of struggling readers will not make progress, or will not make rapid progress, despite the increase in reading practice and even though they give it their best efforts. These students will need skilled coaching by expert teachers. Once the reading routines are established, we will turn our attention to the diagnosis and targeted instruction required by those students who are truly stuck. Most will get unstuck and make rapid reading progress. We will expect 2, 3, and even 4 years of growth within one year.

A very few students may continue to find reading difficult and make uneven or frustratingly slow progress, but in a multi-level, multi-source, student centered classroom, all students can enjoy working beside their friends, at their own level of success, as a valued part of the school community, despite learning differences.

Action 100 Proposal

Response to Intervention Accountability Model



Assumption 2:

The principal is the secret sauce.

We can tell when a school's reading test scores are going to increase by watching its principal.

- He is at every professional development session, asking questions, practicing the new techniques, and obviously learning in front of the staff.
- She can tell you what % of her students are on target for Steps read and for reading level on any day you ask. She wears her number badge, has her school chart up, and keeps a laser focus on getting 100% of the school to target. Her KidPace dashboard is bookmarked on her laptop and the data is regularly discussed at staff meetings.
- Every student who walks past the principal says, *I'm at 56. I'm at 125. I'm at 29. Rachel hit 200 today!*
- He personally awards the medals daily, knowing the children can't wait until the end of the week to get their recognition. When a whole class makes a benchmark target, he goes down and makes a big fuss over them personally.
- When a student is sent to the office for disciplinary reasons, the first question the principal asks is, *What Step are you on? What's your color level? Let me see your logsheet.*
- He regularly works in 100BC classrooms and is comfortable coaching any child at any level. While he's there, he looks at the teacher's Conference Notebook and talks with the students about their progress. He goes public with his own reading lifestyle. He is the school's Head Reader and Chief Learner.
- If you ask the students (or their parents) what their principal wants them to do, they all say the same thing: READ, READ, READ.

We can tell when a school's reading scores are not going to increase, by watching the principal.

- He is too busy to attend the professional development sessions, fishbowls, or 100BC classroom sessions. Something always comes up.
- She delegates the program to the reading specialist or vice-principal.
- When students don't do their 100BC reading, she is reluctant to force the issue with teachers, students, or parents. She thinks what is really going to help the struggling students are the remedial reading classes they have and so it doesn't really matter if they aren't doing their 100BC reading.
- He tracks attendance, state test scores, and whatever else is required by the district, but feels his staff is too overwhelmed to also track reading practice and progress on a weekly basis.
- She is focused on teaching students "how" to read, instead of focusing on teaching them to "be readers."

Action 100 Proposal

Response to Intervention Accountability Model

Action 100

Key Components

- 1. Staff Development:** Teacher and administrator learning is front loaded early and often so that Action 100 is fully and effectively implemented from the first day of school. Research has demonstrated that the reason school reforms don't work is because schools don't really do them. ARC coaches work with teachers and principals, in their classrooms and on their leadership teams, early enough and often enough, to ensure success.
- 2. Accountability:** KidPace dashboards align, motivate, and monitor all stakeholders in real time. Unprecedented success comes quickly. Students, parents, teachers, and principals who meet expectations are publicly acknowledged.
- 3. Roles & Responsibilities:**
 - **Achieves Goal:** 100% of principals successful. 100% of students to 400 Steps (Tier One) or 800 Steps (Tier Two). 100% of students on grade level for reading.
 - **Achieves Goal:** 100% of teachers successful. 100% of students to 400 Steps (Tier One) or 800 Steps (Tier Two). 100% of students on grade level for reading.
 - **School Site-Coordinator (Reading Specialist):** Coordinates Tier 2 interventions. Organizes 100BC skills cards, IRLA pages, incentives, folders, medals. Regularly reviews teachers' Conference Notebooks, ensuring that all below-level students are receiving regular, targeted and appropriate coaching.
 - **Librarian (if available):** Manages rotation and storage of 100BC collections, ensuring every classroom gets at least 300 new titles every week, at the levels needed by its students.
 - **Parent Leader:** Enlists parent coaches to help in classrooms and consults on parent awareness and participation initiatives.
 - **ARC Coach:** Helps principal achieve goal: 100% of teachers successful. 100% of students to 400 or 800 Steps. 100% of students on grade level for reading.
 - **ARC VP Program:** Helps district coordinator achieve goal: 100% of principals successful. State Test scores demonstrating significant district progress.

Action 100 Proposal

Response to Intervention Accountability Model

Step 1: Leadership Team Training

Leadership Teams are aligned, equipped, motivated, knowledgeable, and ready

Professional Development, ARC Workshops: One full day work session

- A.M. : School Leadership Teams together for large group orientation
- P.M. : Each school team in its own school for respective on-site planning and organization

Participants: Leadership Team

- School Principals : _____
- School Literacy Coaches/Site Coordinators: _____
- District Coordinator: _____
- ARC Executive Coaches: _____
- School Librarians: _____
- Parent Leaders: _____

Time: late summer. One day per district.

Date _____

Location

- AM: mutual site TBD _____
- PM: school sites

Objectives: AM session

- Action 100 overview and orientation
- Roles and responsibilities defined
- Timelines, targets, reporting mechanisms established
- KidPace setup

Objectives: PM session

- School data walls created
- School planning and scheduling

Action 100 Proposal

Response to Intervention Accountability Model

Step 2: School Teams (to include Leadership Teams) Training

All teachers, principals, literacy coaches/school coordinators, district administrators, librarians and parent leaders aligned, equipped, motivated, knowledgeable and ready

Professional Development, ARC Workshops: Two full-day work sessions at respective school sites:

- Introduction & Overview: Action 100 Model
- Measurement, Accountability & Program Fidelity

Participants: All participating staff (school and district levels)

- Participating classroom teachers: _____
- School Principals : _____
- School Literacy Coaches/Site Coordinators: _____
- Support Staff: _____
- School Librarians: _____
- Parent Leaders: _____
- District Coordinator: _____
- ARC Executive Coaches: _____

Time: Late summer, just before school starts, two days per school.

Dates: _____

Location: School sites

Action 100 Proposal

Response to Intervention Accountability Model

Objectives: Day 1

By the end of the Introduction & Overview, participants will be started on the road to being able to:

- Determine the reading proficiency level of every student using a proposed framework for national reading standards
- Use those levels to consistently match students to appropriate texts
- Set, monitor and ensure reading practice targets to support dramatic increases in rates of reading growth for below level readers
- Ensure differentiation of instruction through multi-level, multi-text, research-based best practices
- Ensure instructional precision using daily, individualized, standards-based formative assessment
- Design effective Tier 2 interventions for struggling readers

Where possible, the participants will experience an expert demonstration and guided practice with research-based instructional practices using students from one of their schools.

Objectives: Day 2

By the end of Measurement, Accountability & Program Fidelity training, participants will be started on the road to being able to:

- Set targets, timelines, reporting mechanisms, and accountability benchmarks for all aspects of Action 100
- Plan for effective support and monitoring of program fidelity using walk-throughs and rubrics
- Design plans for broadcasting targets and accomplishments throughout the school community
- The IRLA Benchmark Assessment Test will be introduced to special education teachers and practiced, if purchased

Action 100 Proposal

Response to Intervention Accountability Model

Step 3: Leveling

Student reading levels determined, entered into KidPace.

Tier 2 students identified and posted on data wall.

Professional Development: ARC in-classroom coaching and modeling: four full days at each school site.

Participants:

- Participating classroom teachers will level all students with the help of
 - o ARC Coaches
 - o School Principals
 - o School Literacy Coaches/Site Coordinators
 - o Support Staff
 - o School Librarians
 - o Parent Leaders
 - o District Coordinator

Time: First week of school, 4 days per school.

Dates: _____

Location: All participating classrooms

For additional KidPace information see page 99.

Action 100 Proposal

Response to Intervention Accountability Model

Objectives:

ARC Executive Coaches and school Action 100 Leadership Team will assist classroom teachers as they work with students to find each student's independent reading level and initiate 100 Book Challenge warm-up routines.

- All students leveled correctly. Identify the highest, standards-based level at which each student is currently able to demonstrate reading proficiency without any help.
- Administer Benchmark Testing for Special Ed
- Tier 2 students identified and posted on data wall
- Individual Student Action Plans created
- Parent contracts sent home, signed, returned
- Teachers' Conference Notebooks set-up
- All independent reading levels entered into KidPace

Schedule:

- Day 1: Fishbowl demonstration lessons by ARC coaches for each grade group and Action 100 Leadership Teams
- Day 2 – 3: Student reading levels are determined by teacher with support from ARC Coach, principal and other support staff. 100BC routines are established in preparation for school program kick off at beginning of second week.
- Day 4: All reading levels are entered into KidPace. Tier 2 students posted on data wall. Action 100 Leadership Team reviews data and Tier 2 action planning.

Action 100 Proposal

Response to Intervention Accountability Model

Step 4: 100 Book Challenge Launch

School-wide 100 BC implementation for all students begins.

Professional Development: ARC in-classroom coaching and modeling: four full days at each school site

Participants:

- Participating classroom teachers with the help of
 - o ARC coaches
 - o School Principals
 - o School Literacy Coaches/Site Coordinators
 - o Support Staff
 - o School Librarians
 - o Parent Leaders
 - o District Coordinator

Time: Second week of school, 4 days per school.

Dates: _____

Location: All participating classrooms

Objectives:

ARC Executive Coaches and school Action 100 Leadership Team will assist classroom teachers

- All classrooms effectively implementing 100 Book Challenge Readers' Workshops daily
 - o Strategy focus taken from core curriculum and/or IRLA
 - o Independent reading to apply strategy taught
 - o One-on-one conferencing with IRLA and Conference Notebook documentation
- All students read at home at least 15 minutes per night
- All Tier 1 students at 11 Steps by end of week
- All Tier 2 students at 22 Steps by end of week
- KidPace dashboards complete and up-to-date for every classroom
- Tier 2 students have individual Action Plans posted on Data Wall and receive additional intervention lessons. (Ideally these are 1-1 tutorials).

TARGET
11 / 22
Steps Read

Action 100 Proposal

Response to Intervention Accountability Model

Schedule:

- Day 1
 - Fishbowl demonstration lessons for Readers' Workshop by ARC coaches for each grade group and Leadership Teams
 - Tier 2 intervention tutorials begin
- Day 2-3
 - Teachers conduct 100BC Readers' Workshop daily with ARC coach and Leadership Team support. All school staff contribute support to teachers and students.
 - Tier 2 intervention tutorials continue
- Day 4: Action Planning
 - Status reviews of all Tier 2 students
 - Tier 2 Action Plans shared with parents
 - Students not at 11 Steps receive parent letter/phone call/conference
 - Action 100 Leadership Team meeting and Data Wall Update

Action 100 Proposal

Response to Intervention Accountability Model

Step 5: Parent Involvement

All parents informed, knowledgeable, and signed-on as home coaches.

Family workshop introduces 100 Book Challenge to parents during Back To School Night.

Participants:

- All school staff
- All parents
- ARC Family Workshop Leader

Time: First month of school.

Date: _____

Location: Each school site

Objectives:

- Parents commit to establishing home routines for reading success
- Parents commit to being the blockers on the team: Blocking out TV, phones, and computers for 15-30 minutes of reading time every night
- Parents sign log sheets every night to document home reading

Schedule:

- Family workshop at each school according to school's preference

Action 100 Proposal

Response to Intervention Accountability Model

Step 6: District/School/Teacher Independent Practice

Schools implement Action 100 with fidelity on their own for both Tier 1 and Tier 2 students.

- ARC support available via phone and email

Participants:

- All students
- All school staff
- All parents

Time: 3rd and 4th weeks of school, no visits.

Location: Each school site

Objectives:

Schools implement Action 100 with fidelity for both Tier 1 and Tier 2 students

- All school and home 100BC routines in place
 - Daily Readers' Workshop
 - Daily Tier 2 intervention
 - All students reading at home at least 15 minutes per night
- All Tier 1 students to 44 Steps by end of week 4
- All Tier 2 students to 88 Steps by end of week 4
- All parents signing log sheets daily to document home reading
- KidPace data updated weekly, monitored and used for decision making
- Weekly Leadership Team meetings: Action Plan
 - Review of KidPace data
 - Action taken to ensure all data is complete
 - Status reviews of all Tier 2 students and data wall
 - Revise student action plans as needed
 - Parent Conferences

End of Sept.

TARGET

44 / 88
Steps Read

Action 100 Proposal

Response to Intervention Accountability Model

Step 7: Steps-Read Target

Any student still not on target for Steps-Read is located and the situation is remedied. These students make up the reading time they have missed, so that 100% of the school is on-target for quantity of reading practice.

Professional Development: ARC in-classroom coaching and modeling: one full day per week at each school site: 4 PD days per site.

Participants:

- Participating classroom teachers with the help of
 - o ARC coaches
 - o School Principals
 - o School Literacy Coaches/Site Coordinators
 - o Support Staff
 - o School Librarians
 - o Parent Leaders
 - o District Coordinator

Time: Second month of school, once a week, 4 visits per school.

Dates: _____

Location: All participating classrooms

Action 100 Proposal

Response to Intervention Accountability Model

Objectives:

ARC Executive Coaches and school Action 100 Leadership Team will assist classroom teachers.

- The hardest-to-get students are brought into success with 100BC. Students who are absent frequently, have behavior issues, just moved into the district, etc., regardless of the situation, an Action Plan is devised which brings that student back to target for Steps Read.
- Every participating adult “adopts” one hard-to-get student and ensures the success of that child.
- All Tier 1 students to 88 Steps by end of second month of school.
- All Tier 2 students to 176 Steps by end of second month of school.
- Individual Student Action Plans reviewed, modified as needed and fully implemented.
- Tier 2 students receive effective intervention lessons.
- All Teachers using IRLA and Conference Notebooks.
- KidPace data updated for all students at least once per week (Steps, Home Reading, Reading Levels).

Schedule: One day of support per week for each school

- Half-day: work in classrooms
- Half-day: review data and revise Action Plans with Leadership Team

End of Oct.



Action 100 Proposal

Response to Intervention Accountability Model

Step 8: Differentiating Instruction

Reading language arts curriculum is standards-based and differentiated to provide appropriate instruction for students at every achievement level.

Professional Development: ARC in-classroom coaching and modeling: one full day per week at each school site: 4 PD days per site.

Participants:

- Participating classroom teachers with the help of
 - o ARC coaches
 - o School Principals
 - o School Literacy Coaches/Site Coordinators
 - o Support Staff
 - o School Librarians
 - o Parent Leaders
 - o District Coordinator

Time: Third month of school (November), weekly, 4 visits per school,

Dates: _____

Location: All participating classrooms

Action 100 Proposal

Response to Intervention Accountability Model

Objectives:

ARC Executive Coaches and school Action 100 Leadership Team will assist classroom teachers.

- Core program is used to teach reading standards to students. Structured independent reading sessions help students apply the standards to their independent reading of self-selected books differentiated by level. Teachers conference with individuals to assess the degree to which students have learned what was taught. Then teachers re-teach where necessary, using flexible strategy groups, whole class modeling, or one-to-one coaching.
- All students reading at home at least 15 minutes per night.
- All Tier 1 students at 132 Steps by end of third month.
- All Tier 2 students at 264 Steps by end of third month.
- Individual Student Action Plans reviewed, modified as needed and fully implemented.
- All classrooms scoring at Full Implementation on 100BC Readers' Workshop rubric.
- Tier 2 students receiving effective intervention lessons.
- All Teachers using IRLA and Conference Notebooks.
- KidPace data updated for all students at least once per week (Steps, Home Reading, Reading Levels).

Schedule: One day of support per week for each school

- First visit
 - Fishbowl demonstration lessons
 - Leadership Team: Review data and revise Action Plans
- Subsequent visits
 - Half-day: work in classrooms
 - Half-day: Leadership Team: Review data and revise Action Plans

End of Nov.



Action 100 Proposal

Response to Intervention Accountability Model

Step 9: District/School/Teacher Independent Practice

Schools implement Action 100 on their own

- ARC support available via phone and email

Participants:

- All students
- All school staff
- All parents

Time: December. No visits.

Location: Each school site

Objectives:

Schools implement Action 100 with fidelity for both Tier 1 and Tier 2 students.

- Core program is used to teach reading standards to students. Structured independent reading sessions help students apply the standards to their independent reading of self-selected books differentiated by level. Teachers conference with individuals to assess the degree to which students have learned what was taught. Then teachers re-teach where necessary, using flexible strategy groups, whole class modeling, or one-to-one coaching.
- All students reading at home at least 15 minutes per night.
- All Tier 1 students at 200 Steps by end of January.
- All Tier 2 students at 400 Steps by end of January.
- Individual Student Action Plans reviewed, modified as needed and fully implemented.
- All classrooms scoring at Full Implementation on 100BC Readers' Workshop rubric.
- Tier 2 students receiving effective intervention lessons.
- All Teachers using IRLA and Conference Notebooks.
- KidPace data updated for all students at least once per week (Steps, Home Reading, Reading Levels).

Action 100 Proposal

Response to Intervention Accountability Model

Step 10: Mid-Year Leadership Training

Professional Development, ARC Workshops: One full day work session.

- PM: All school teams together for large group sharing of successes, challenges and Action Plan revisions.
- AM: Each school team in its own school for respective on-site reflection, data analysis, and Action Plan revision.

Participants: All participating staff (school and district levels)

- Participating classroom teachers: _____
- School Principals : _____
- School Literacy Coaches/Site Coordinators: _____
- Support Staff: _____
- School Librarians: _____
- Parent Leaders: _____
- District Coordinator: _____
- ARC Executive Coaches: _____

Time: Midyear.

Date: _____

Location

- AM: mutual site TBD
- PM: school sites

Objectives: AM session, whole group

- Action 100 review
- Data review
- Reflections, sharing of successes, challenges, Action Plan revision.

Objectives: PM session, school groups

- Action 100 review
- Data review
- Reflections, sharing of successes, challenges, Action Plan revisions.

Action 100 Proposal

Response to Intervention Accountability Model

Step 11: Reading Instruction: Diagnosis and Remediation

Formative Assessment: Teachers focus in on students who are still behind in reading to determine why they are struggling and develop a plan for targeted, prescriptive remediation.

Professional Development: ARC in-classroom coaching and modeling: one full day per week at each school site: 4 PD days per site.

Participants:

- Participating classroom teachers with the help of
 - o ARC coaches
 - o School Principals
 - o School Literacy Coaches/Site Coordinators
 - o Support Staff
 - o School Librarians
 - o Parent Leaders
 - o District Coordinator

Time: January and February. Once a week. 8 Visits per school.

Dates: _____

Location: All participating classrooms

Action 100 Proposal

Response to Intervention Accountability Model

Objectives: Reading Instruction, Diagnosis, and Remediation

ARC Executive Coaches and school Action 100 Leadership Team will assist classroom teachers.

- Each Tier 2 student has a fully documented IRLA, pinpointing reading strengths and areas of need within the 5 areas of reading: phonics, fluency, vocabulary, comprehension, and wide reading/motivation. The teacher has developed and is implementing a specific instructional plan for immediate remediation. The plan has been shared with the student, his/her home coach, other support teachers, and is posted on the data wall.
- All students read at home at least 15 minutes per night.
- All Tier 1 students at 288 Steps by end of February.
- All Tier 2 students at 576 Steps by end of February.
- Individual Student Action Plans reviewed, modified as needed, and fully implemented.
- All classrooms scoring at Full Implementation on 100BC Readers' Workshop rubric.
- Tier 2 students receiving effective intervention lessons.
- All Teachers using IRLA and Conference Notebooks with increasing effectiveness.
- KidPace data updated for all students at least once per week (Steps, Home Reading, Reading Levels).
- Leadership Team meets weekly.

Schedule: One day of support per week for each school

- First visit
 - Fishbowl demonstration lessons modeling diagnostic assessment and conferencing using the IRLA
 - Leadership Team: Data review and Action Plan
- Subsequent visits
 - Half-day: work in classrooms
 - Half-day: Leadership Team: Data review and Action Plan

End of Feb.



Action 100 Proposal

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Step 12: Making it Work for Every Child

Every Student is Brought to Grade Level Proficiency in Reading

Professional Development: ARC in-classroom coaching and modeling: one full day per month at each school site, 4 PD days per site.

Participants:

- Participating classroom teachers with the help of
 - o ARC coaches
 - o School Principals
 - o School Literacy Coaches/Site Coordinators
 - o Support Staff
 - o School Librarians
 - o Parent Leaders
 - o District Coordinator

Time: March, April, May, June. Once a month. 4 visits per school.

Dates: _____

Action 100 Proposal

Response to Intervention Accountability Model

Location: All participating classrooms

Objectives: Make it work for every child.

ARC Executive Coaches and school Action 100 Leadership Team will assist classroom teachers.

- All classrooms scoring at Full Implementation on 100BC Readers' Workshop rubric, effectively implementing 100 Book Challenge Readers' Workshops daily.
 - o Strategy focus
 - o Independent reading and sharing
 - o One-on-one conferencing with focus on using the IRLA to target specific needs
 - o Small strategy group instruction with flexible groups
- All students reading at home at least 15 minutes per night.
- All Tier 1 students at 400 Steps by end of May.
- All Tier 2 students at 800 Steps by end of May.
- All Tier 2 students at grade level, or making accelerated progress towards grade level.
- Tier 2 Action Plans reviewed, modified as needed, and fully implemented.
- KidPace data updated for all students at least once per week (Steps, Home Reading, Reading Levels).

Schedule: One day of support per week for each school

- Half-day: work in classrooms
- Half-day: Leadership Team: Review data and Action Plans

Action 100 Proposal

Response to Intervention Accountability Model

Celebration and Incentives

Kick-off Events	
Community Involvement	
Principal Incentives	
Teacher Incentives	
Parent Incentives	
Student Incentives	