



American Reading Company Staff Development Report

Focus: **STEP 11: INTENSIVE ONE-TO-ONE INTERVENTION (Tier III)**

School:	District:	Date of Visit:
School Address:		
Principal:	Site Coordinator:	Date of Report:
ARC Coach	ARC Program	Total Classrooms in school
% Students at Steps Target	% Students Reading on Gr. Level	Total Classrooms visited
Total Classrooms Using Program in Literacy Block		Type of visit: <input type="checkbox"/> Fishbowl <input type="checkbox"/> One-on-One
<input type="checkbox"/> Yes <input type="checkbox"/> No	Principal met with ARC Coach at beginning and at end of each visit for Action Planning	

Step 1: Principal Leadership

The Principal should participate in a minimum of **2** classroom sessions and **1** Leadership Team Meeting every day the ARC coach is in the building. The Site Coordinator should participate in every classroom session and all meetings with the ARC coach. The goal is for the school leadership team to learn to run the program independently.

	Fishbowl/ Demonstration Lessons/ Grade Group Meetings	Individual Teacher Consultations	Leadership Team Meetings
# attended by Principal/total			
# led by Principal/total			
# attended by Site Coordinator/total			
# led by Site Coordinator/total			
Other attendees	District		
	ARC Staff		

Step 2: Teacher Expertise

It is crucial that every teacher attend the fishbowls. The Site Coordinator and Principal will follow up with those classrooms which did not receive a 1-1 support visit with the ARC coach.

	Fishbowl/ Demonstration Lessons/ Grade Group Meetings	Individual Teacher Consultations
Date(s)		
Classrooms (grades) that attended training		
Classrooms (grades) that did not attend training		
Percentage attending training		

Step #11: Intensive One-to-One Intervention (Tier III)

One-to-one expert coaching provides customized, intensive instruction for students who are not making adequate progress.

Scale for estimates below: 4 = High (90-100%); 3 = Medium (75-89%); 2 = Low (50-74%); 1 = less than 50%
ESTIMATES ARE BASED ON DATA COLLECTED DURING THIS VISIT ONLY.

Step #11: Intensive One-to-One Intervention (Tier II) Look-Fors	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.				

Please see *12 Action Steps Checklist* for a listing of all components for all 12 steps.

Comments:

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-
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Leadership Team Action Planning

School:

Meeting Date:

Participants:

TOP FIVE Next Steps		Owner	Deliverable Date
1			
2			
3			
4			
5			

We hope this information will be shared with all relevant staff and prove useful in reflection, celebration and planning next steps. American Reading Company staff looks forward to working with, supporting, and celebrating the continued success of _____ School.

CC:

Enclosure: 12 Action Steps Checklist