

**Planning Worksheet, June 2009**

Discuss these critical areas as a grade level team to ensure that groups start at the beginning of the year and to continue to increase the intensity of instruction. Areas that are identified in need of support may then become clear actions for your schoolwide Action Plan.

School \_\_\_\_\_ Grade Level \_\_\_\_\_

KEY ELEMENTS	SYSTEM			SUGGESTED ACTION
	NEEDING SUPPORT	B.	S.	
<b>II. ASSESSMENT</b> <ul style="list-style-type: none"> <li>Administer Phonics Screener to all students in Kindergarten this spring</li> <li>Administer Phonics Screener to all students in grades 1-3 who are <b>not</b> in an intervention program this spring</li> </ul>				
<b>III. MATERIALS</b> <ul style="list-style-type: none"> <li>Take inventory and purchase programs and materials that are needed for the fall (attached "EOY Student List" will identify programs/levels for the fall)</li> </ul>				
<b>IV. INSTRUCTIONAL TIME</b> <ul style="list-style-type: none"> <li>Prioritize groups by those in most critical need of additional small group instruction</li> <li>Schoolwide commitment to begin small groups by first full week of school</li> <li>Allocated time in reading programs is aligned with program requirements (i.e. 90 min. for Horizons C/D)</li> <li>Students met projections for lesson progress pacing</li> <li>Independent activities are directly linked to reading instruction</li> </ul>				
<b>V. GROUPING</b> <ul style="list-style-type: none"> <li>Group sizes are appropriate for instructional needs</li> <li>"EOY Student List" (attached) is completed by each teacher and electronic copy sent by coach to RC</li> </ul>				
<b>VI. ORGANIZATION</b> <ul style="list-style-type: none"> <li>Lowest performers are taught by strong, well-qualified instructors</li> <li>Title and Spec. Ed. reading instruction is coordinated and complimentary to general ed.</li> </ul>				
<b>VII. PROFESSIONAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Training needs have been identified for each program (i.e., core enhancements, Horizons, etc) for teachers <u>and</u> instructional assistants</li> <li>Identify additional support for new teachers (DIBELS, schoolwide model, PD, etc.)</li> <li>Identify in-house experts in each instructional area who can provide support to staff</li> <li>Determine means for providing monthly PD based on implementation</li> </ul>				