**CONTEXT:** This is a sample teacher action plan for a 5th grade ELA class. At this school, the faculty is working on implementing writer’s workshop to improve writing instruction. They are also aligning their writing rubrics using the 6+1 model. This teacher set a SMART goal that all students will improve their score on a 3 paragraph essay by at least 10% as measured by the 6+1 writing rubric by the end of the first trimester.This action plan looks at the results of the Language Usage test. This teacher is currently teaching a unit on the writing process and focusing on the revision stage of the writing process. In this class, three students fell well below most of their peers (Omar, Marcela, and James). One student far exceeded his peers (Sam). This teacher built the **Student Intervention Action Plan** to address the specific needs of these students. She recognizes that the strategies she will use to help other students in the class will not work for these students, and they need a more specific intervention plan.

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| **SAMPLE ACTION PLANNING TEMPLATE: STUDENT INTERVENTIONS** | | | | | |
| **Student Name** | **Goal Area**  *See Student Profile* | **RIT Range**  *See Student Profile* | **Skills**  *See Student Profile* | **Intervention Strategies**  *See Appendix A & Appendix B* | **Assessment Measure** |
| Omar | Writing: Write, Revise Texts for Purpose and Audience | 181-190 | * Determines which details belong together to form paragraphs. * Organizes paragraphs into a clear order of events using transitions and logical sequencing. * Revises a transitional word or phrase to clarify sequence of events in writing | * 2 writing conferences weekly. * Writing folder for organization. * Scaffolds during pre-writing and revising stages. (Tier 1) * Work with learning specialist during pre-writing phase. (Tier 2) | * Improved score using 6+1 writing rubric |
| Marcela | Language: Understand, Edit for Mechanics | 181-190 | * Capitalizes the first word in the greeting/closing of a letter. * Capitalizes names of languages and nationalities * Understands that commas separate items in a series * Uses a comma to punctuate the greeting/closing of a letter. * Identifies correct/incorrect spelling of a word ending in –ly. * Identifies correct/incorrect spelling of a sight word. | * Modified worksheets during Daily 5 word work- capitalization and punctuation. (Tier 1) * Modified spelling lists- focus on sight word lists. (Tier 1) * Mini lessons with learning specialist in these areas (Tier 2). | * Score on modified worksheets * Spelling city scores on site word and –ly list |
| James | Language: Understand, Edit for Mechanics | 181-190 | * Capitalizes the first word in the greeting/closing of a letter. * Capitalizes names of languages and nationalities. * Identifies correct/incorrect spelling of a word ending in –ly. * Identifies correct/incorrect spelling of a sight word. | * Modified worksheets during Daily 5 word work - capitalization and punctuation. (Tier 1) * Modified spelling lists- focus on sight word lists and words ending in –ly (Tier 1) * Mini lessons with learning specialist in these areas. (Tier 2) | * Score on modified worksheets * Spelling city scores on site word and –ly list |
| Sam | Writing: Write, Revise Texts for Purpose and Audience | 231-240 | * Understand how to form a metaphor. * Determines appropriate openings for narrative or fictional writing. | * Mini lesson on metaphors during writing conferences. (Tier 1) * Mini lesson on openings for narrative writing during narrative writing unit. (Tier 1) | * Successful use of metaphor and appropriate opening during next narrative writing assignment. |

**CONTEXT:** In addition to creating a student intervention action plan for specific students, this teacher also created an **Instructional Grouping Action Plan**. The teacher used the Learning Continuum to plan the instructional groups she will use during the revising phase or Writer’s Workshop. Students will spend the next two week revising essays they are working on in these groups during the Writer’s Workshop portion of class. When the teacher moves on to new content, she will revisit the Learning Continuum and make an instructional grouping action plan that will address a different goal area of the Learning Continuum.

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| **SAMPLE ACTION PLANNING: INSTRUCTIONAL GROUPING** | | | | | |
| **Goal Area**  *See Learning Continuum* | **Students**  *The number of groups will vary depending on the distribution of RIT ranges in your class.* | **RIT Range**  *See Learning Continuum* | **Skills the students are ready to develop**  *See Learning Continuum* | **Grouping Strategy**  *See Appendix A* | **Notes** |
| Writing: Write, Revise | Kevin, Jamil, Aiden, Emilia | 201-210 | * Editing & Revising: Edits to correct incomplete sentences | Small group for teaching (teacher-led) | Small groups and focus areas to use during revising phase of writer’s workshop. Work in stations with teacher led small group to revise for specific skills. |
| Peter, Cody, Sophia, Mary, Giuliana, Beatrix, Owen | 211-220 | * Revising: Revises writing for clearer description or imagery. * Revises writing to eliminate unnecessary or redundant language. | Small group for teaching (teacher-led) |
| Nicholas, Aaron, Dominic, Bea, Kathy, Fiona, Audrey, Cameron | 221-230 | * Revising: Revises writing for clearer description or imagery. * Revises writing to eliminate unnecessary or redundant language. | Small group for teaching (teacher-led) |
| Omar, Marcela, James, Sam | Varies, see intervention action plan | * See intervention action plan above | 1:1 conferencing | These students can work independently during writer’s workshop and will have individual teacher conferences.  Place Omar, Marcela, and Jameson with peer buddy during writer’s workshop. |
| **TIMELINE** | | Use these groups during the next two weeks of Writer’s Workshop. Revisit groups by looking at learning continuum as we move onto new skills. | | | |