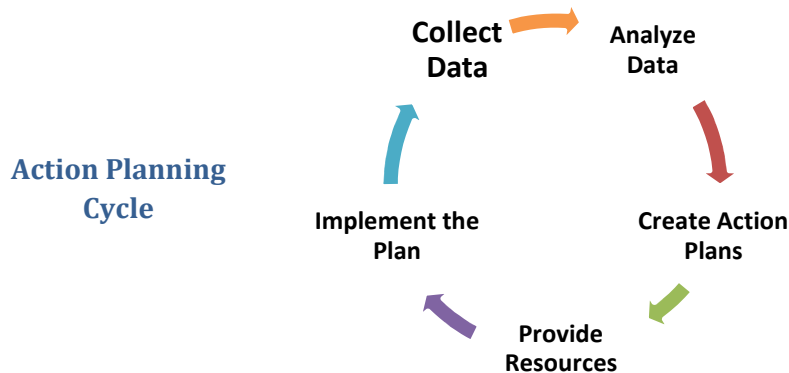


Creating Teacher Action Plans

Gathering and examining data is merely a starting point when building a culture and system of data-driven instruction. In order to improve teaching and learning, the district and school not only need to collect and analyze data, they must also be proficient at acting on data. To assist you with this important lever of school turnaround, the PLE is providing you with this reference as you and your leadership teams work with your teachers to create and refine your interim assessment teacher action plans.



What is an action plan?

Immediately following the analysis of a common district interim assessment, teachers should determine the instructional strategies and resources they will use during the next six to nine weeks to address conclusions from the analysis. These strategies, along with timelines for implementation, are the basis of a good teacher action plan. If your school is in the early stages of implementing DDI, these plans should be succinct and simple. Additional components can be added as your teachers become more proficient in using data to create action plans. Essentially, the purpose of the action plan is to guide the design or redesign of lessons.

Provide explicit guidance, templates, protocols, and expectations for data analysis

Data-driven instruction is a top-down initiative. If districts and administrators want their teachers to become proficient in the use of data to drive instructional practices in the classrooms, they will need to provide their teachers with DDI training, models of data use & data discussions, time for planning/collaboration/re-teaching, and the required resources to act on data. Schools should also work individually, or with the district, to provide teachers with comprehensive data analysis protocols and common structures for reviewing and acting on data. (See attached examples)

Collect actionable and useful data

While the results of the most recent common district interim assessment are an integral part of the teacher action planning process, schools should consider and analyze other types of data as well – short-cycle assessments, teacher-created assessments, student work samples, attendance, behavior, previous interventions, and other relevant data. For example, if a student has missed 20 days of school leading up to the assessment, an instructional action plan addressing only skill gaps may not be sufficient. Also, if the results of the common interim assessment indicate the student(s) did not master a certain concept or skill, the teacher or team should review previous classroom assessments to confirm or refute this assessment outcome prior to creating the action plan. Example, if the common district assessment results indicate that the student(s) do not understand

how to make inferences using implicit and explicit information, the team should review previous teacher-made assessments and student work evidence, aligned to this standard, to confirm their hypothesis prior to designing a re-teaching lesson or intervention strategy in the action plan to address this possible deficit.

Analyze data

After collecting and organizing actionable data, the teacher should analyze and compare the results of the most recent common interim assessment to previous data to identify strengths and weaknesses by teacher, class, small student groups and down to the individual student level. Depending on the teacher's ability to analyze data, this process can be completed by the individual teacher working alone (using guiding questions), the teacher and principal/designee working together, or the teacher working with a collaborative team. We have found that one-on-one teacher/principal data meetings, held prior to collaborative team meetings, help eliminate misconceptions and create the foundation for a richer conversation during the collaborative deep-dive data meetings.

Create teacher action plans

After collecting and analyzing data, the teacher should work in a collaborative team or one-on-one with the principal/designee to create an action plan that will be implemented into the regular instructional teaching cycle leading up to the next common interim assessment. Action plan templates can be common across the district or developed by individual schools. However, if the district has given schools the autonomy to create their own teacher action plans, we highly suggest that a few specific components are included in every plan. Examples to consider –

- Individual teacher performance results:
 - Broken down by class period, types of class such as AP, Honors, Inclusion, Dual Language, etc. (This information will help guide data discussions and recognizes challenges at all levels.)
 - Number of students participating compared to number enrolled. (This helps you avoid overlooking students who may need interventions.)
 - Identify non-proficient, approaching, proficient, and advanced students. (This could also be indicated by quartiles and/or expected growth when possible)
- Standards, strands or concepts that will be re-taught to the whole-group, small-group and individual students. (A school or classroom with a low proficiency or growth rate should focus on whole-groups whereas schools or classrooms with higher proficiency or growth rates will need to focus on individual students. Small groups should be a focus at all times.
- Specific strategies and/or instructional practices that will be employed during the instructional cycle leading up to the next interim assessment.
- Identify specifically, how and when the re-teaching will be re-assessed.

Using Teacher Action Plans as a tool that guides your school's DDI implementation will help your teachers get one step closer to making data actionable in the classroom. Building a firm foundation in the early stages of your implementation will ensure your school is poised for deepening the dialogues between teachers over time and result in positive outcomes for student learning.

Pre-Meeting Guiding Questions

Using the data collected, answer the following questions prior to the scheduled data meeting.

Big Picture

1. How well did the class do as a whole?
2. What are the strengths and weaknesses in the standards: where do we need to work the most?
3. How did the class do on old versus new standards? Are they forgetting or improving on old material?
4. How were the results in the different question types (multiple-choice versus open-ended, reading versus writing)?
5. Who are the strong and weak students?

Fine Print

6. Bombed questions – Did students all choose the same wrong answer? Why or why not?
7. Break down each standard: Did students do similarly on every question within the standard or were some questions harder? Why?
8. Compare similar standards: Do results in one influence the other?
9. Sort data by students' scores: Are there questions that separate proficient and non-proficient students?

Look horizontally by student on the question-level report: Are there any anomalies occurring

Teacher Action Plan Example 1

This plan provides teachers with a template for whole class analysis by subject and or class period, a question-level analysis template, and a brief plan for whole-group, small group, and individual student planning. This is a good starting point for schools new to the action planning process.

Individual Teacher Standard-Level & Question-Level Analysis

Complete the following sections using the assessment (test-in-hand), before attending the data meeting.

Individual Teacher Performance Results:

[illegible]

Question-level analysis: (List questions on which students performed poorly by lowest to highest)

[illegible][illegible]

Individual Teacher Action Plan Based on Item Analysis

Complete the following sections using the assessment (test-in-hand), before attending the data meeting.

(Keep in mind previous classroom assessments and trend data if available)

1. Based on data which standards should be re-taught to the whole group?

_____	_____	_____
_____	_____	_____

What strategies will you use and when will this be accomplished and re-assessed?

2. Based on data which standards should be re-taught to small groups?

_____	_____	_____
_____	_____	_____

What strategies will you use and when will this be accomplished and re-assessed?

3. Based on data which objectives should be re-taught to individual students? List students and standards to reteach.

Student # _____ Standard(s) _____

Student # _____ Standard(s) _____

Student # _____ Standard(s) _____

Student # _____ Standard(s) _____

What strategies will you use and when will this be accomplished and re-assessed?

Teacher Action Plan Example 2

This is a simple action plan that focuses on the most critical areas to address during the next six to nine weeks. This plan does not require the teacher to “show their work” as they examine the assessment, but can be very effective if completed with an administrator or designee who is proficient in data-analysis.

Six-Week Individual Teacher Action Plan Based on Item Analysis

Complete the following sections using the assessment (test-in-hand), before attending the data dialogue.

Note: This plan is not based simply on a weekly or bi-weekly assessment, but leverages an interim assessment and other data to capture the most critical areas to address during core instruction prior to the next interim assessment.

Teacher Name & Subject Area:

Based on data which objective is most critical to be re-taught whole group? _____

What strategies will you use, what will be different in how the instruction is delivered?

When will this be accomplished?

How and when will this be re-assessed?

Based on data which objective is the second most critical to be re-taught whole group? _____

What strategies will you use, what will be different in how the instruction is delivered?

When will this be accomplished?

How and when will this be re-assessed?

Based on data which objective is most critical to be re-taught small groups during the core instructional block?_____

What students need to receive this intervention and master this objective?

What strategies will you use, what will be different in how the instruction is delivered?

When will this be accomplished?

How and when will this be re-assessed?

Based on data analysis and feedback from administrators, what teacher strategy or strategies do I most need to improve?

How will I leverage improvement in these areas to accomplish this plan?

Teacher Action Plan Example 3

This is a more comprehensive plan, developed by Paul Bambrick-Santoyo, which can be used in schools that are fairly proficient in DDI. These plans require the teacher, or teacher team, to dive deeper into the data and not only identify the critical areas for re-teaching, but also to identify possible reasons “why” students did not master the standard. If the school chooses to use this template, then an administrator or designee should work closely with the teacher or team to ensure they are identifying true root-causes rather than listing excuses for poor performance.

Post-Interim Assessment Teacher Action Plan

Tier I Interventions: Whole Group

Re-Teach Standard: List most critical standard(s) or combination that need to be re-taught to the whole class?	Analysis: Why didn't the students learn it? (Possible root cause)	Instructional Plan: What strategies will you use to address this standard? What will be different than original instruction?	Explicit Time: When exactly will this take place?	Reassessment Plan: How and when will you assess if this new strategy worked?
Standard:				
Standard:				
Standard:				

Tier II Interventions: Small Group 1

[illegible]

Tier II Interventions: Small Group 2

Group 2 Students	Re-Teach Standard: What standard(s) needs to be re-taught to this group.	Analysis: Why didn't the students learn it? (Possible root cause)	Instructional Plan: What strategies will you use to address this standard?	Timeline: When will this be accomplished and re-assessed?

Tier III Interventions: Individual Students

Student	Does the student have a tailored acceleration plan?	Has the plan been updated based on current data?	How is the student progressing?	Notes – additional actions and monitoring needed
	Yes / No	Yes / No		
	Yes / No	Yes / No		
	Yes / No	Yes / No		
	Yes / No	Yes / No		
	Yes / No	Yes / No		

Teacher Action Plan Example 4

This is another comprehensive action plan that requires a deeper understanding of DDI and backwards design. Similar to plan number three, these plans require the teacher, or teacher team, to dive deeper into the data and not only identify the critical areas for re-teaching, but also identify possible reasons “why” the students did not master the standard. Additionally, this plan will require teachers to identify opportunities to address student needs through the use of homework and do-nows. Again, if the school chooses to use this template, an administrator or designee should work closely with the teacher or team to ensure they are identifying true root-causes rather than listing excuses for poor performance.

NORTH STAR ASSESSMENT ANALYSIS SHEET AND INSTRUCTIONAL PLAN

for Teacher: _____

Subject: _____ Grade/Class: _____ Date _____

CUMULATIVE REVIEW OF PROFICIENT STANDARDS —Write the standards you will address with each of the following			
Spiral in HW	Spiral in Do Now	Do Mini-Lesson	Do Now with Mini-Lesson
<u>SMALL GROUP INSTRUCTION:</u> What standards warrant more time for small-group instruction and review?		INSTRUCTIONAL PLAN HOW OR WHEN WILL YOU STRUCTURE SMALL GROUP INSTRUCTION	
<ul style="list-style-type: none"> 			

STANDARDS ANALYSIS	ANALYSIS OF WHY STUDENTS DID NOT LEARN IT	INSTRUCTIONAL PLAN- WHAT TECHNIQUES WILL YOU USE TO ADDRESS THESE STANDARDS
<p><u>WHOLE CLASS INSTRUCTION:</u></p> <p>What standards warrant more time for whole-class instruction, re-teaching and review?</p> <ul style="list-style-type: none"> • • • • • • • 		
STUDENTS OF MAJOR CONCERN	WHAT THEY NEED MOST HELP WITH?	INSTRUCTIONAL PLAN—WHEN OR HOW WILL THEY GET TUTORING, SUPPORTED ADDRESSED
<ul style="list-style-type: none"> • • • • 		

6 Week Instructional Plan for _____

WEEK 1	WEEK 2	WEEK 3
Standards for Review	Standards for Review	Standards for Review
New Standards	New Standards	New Standards
WEEK 4	WEEK 5	WEEK 6
Standards for Review	Standards for Review	Standards for Review
New Standards	New Standards	New Standards