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| **Coordinator Action Plan**  |
| **School:**  | **Coordinator:**  | **Date:**  |
| **District:**  | **PD Provided to date:**  | **Focus:**  |
| **Reading Coach:**   |  |
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| **Teacher/Grade Level** | **Concerns** | **Strategy**(to address Concerns) | **Evidence of Implementation**(to document Progress) |
| **Tasks**(to implement after PD) | **Timeline**(Introduced to Completed: Month/day to Month/Day) | **Person Responsible**(Title, Name) |
| *Sam Smith / 6th**\*This teacher was moved from 2nd to 6th grade 4 weeks ago.* | *Limited student discourse**Low engagement**Low rigor**Lack of probing**Limited use of Gradual Release* *Limited use of D.I. (using data)**Excessive absenteeism* | Strategy: *Implement gradual release & differentiated instruction (D.I.) to increase rigor, engagement & opportunities for student discourse.* | Evidence:*Teacher Lesson Plans**Classroom Walkthrough Notes* |
| Task #1: *-Confer, Observe, & Debrief* | Timeline:*-Weekly (January- February)**-Weekly as needed (February –May)* | Responsible:*-Julie (Coach will observe)**-Phyllis (Julie will coach the coach)* |
| Task #2: *-One week cycle of:* *Model, Co-teach, Coach* | Timeline:*-February* | Responsible:*Julie & Phyllis* |
|  |  | Strategy: | Evidence: |
| Task #1: | Timeline: | Responsible: |
| Task #2:  | Timeline: | Responsible: |
|  |  | Strategy:  | Evidence: |
| Task #1: | Timeline: | Responsible: |
| Task #2:  | Timeline: | Responsible: |
|  | ) | Strategy:  | Evidence: |
| Task #1: | Timeline: | Responsible: |
| Task #2: N/A | Timeline: | Responsible: |

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|  |  | Strategy:  | Evidence: |
| Task #1: | Timeline: | Responsible: |
| Task #2:  | Timeline: | Responsible: |
|  |  | Strategy:  | Evidence: |
| Task #1: | Timeline: | Responsible: |
| Task #2:  | Timeline: | Responsible: |
|  |  | Strategy:  | Evidence: |
| Task #1: | Timeline: | Responsible: |
| Task #2:  | Timeline: | Responsible: |
|  |  | Action Step: | Evidence: |
| Task #1: | Timeline: | Responsible: |
| Task #2:  | Timeline: | Responsible: |
|  |  | Action Step: | Evidence: |