**TEMPLATE**

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| **Response to Data (See Get Do Template) Action Planning Form**  |

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| **Members Working On This:** |  |

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| **SEE** | **What is our current reality? (% Greater than 80% Pre-Test)**  |
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| --- | --- |
| **GET** | **What results do we want to get?**  |
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|  |  |
| --- | --- |
| **DO** | **What needs to happen to reach your goal? Start thinking of a to-do list.** |
| * **Differentiation: Highlight your do items that apply to your differentiation plan.**
	+ Low
	+ Medium
	+ High
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| **Item** | **Assigned to** | **Due by** |
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| **Reflect** | **What results did we get? (% Greater than 80% Post Test)**  |
|  |
|  | * **Celebrations**
 |
|  | * **OFI**
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**SAMPLE**

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| **Response to Data (See Get Do Template) Action Planning Form** **Missouri Learning Standards Addressed****R.I.6.3D - Read and comprehend informational text independently and proficiently.****R.I.6.2.D - Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.**  |

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| **Members Working On This:** | [Teacher names go here] |

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| **SEE** | **What is our current reality? (% Greater than 80% Pre-Test)**  |
| * Teacher 1: 27% greater than 80%
* Teacher 2: 17% greater than 80%
* Teacher 3: 33% greater than 80%
* Teacher 4: 29% greater than 80%
* Teacher 5: 31% greater than 80%
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| **GET** | **What results do we want to get?**  |
| By the end of 2nd quarter we want to reach at least 80% scoring greater than 80%. |

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| **DO** | **What needs to happen to reach your goal? Start thinking of a to-do list.** |
| * **Differentiation: Highlight your do items that apply to your differentiation plan.**
	+ Low
	+ Medium
	+ High
 |
| * Use RTI/PLT time to teach the standards to struggling learners
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| * Use [EdPuzzle](https://edpuzzle.com/media/5e8ce611e28a673f06deee4b) assignments as Tier 1 instruction
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| * Use [Khan Academy lessons](https://www.khanacademy.org/ela/cc-2nd-reading-vocab/xfb4fc0bf01437792%3Acc-2nd-fairy-tales-retold/xfb4fc0bf01437792%3Aclose-reading-little-red-riding-hood/v/looking-back-at-the-text-for-evidence) over Claim/Evidence
 |
| * Queenie Slip or Trip Lesson [Google Slides](https://docs.google.com/presentation/d/1UyGHgNmrPiMOjLJTkRcYlULfomjGllNOdyF-H_Ceyyk/edit#slide=id.p) - Claims and Evidence
* Mr. Xavier Claims/Evidence Mystery - [Lesson Plan](https://docs.google.com/document/d/1UDYHTZdqDa3WkG7lkJgPEJ6yRjkdvWPg8E-oEdzWggk/edit)
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|  | * Explicit instruction in tier 1 of academic vocabulary (claims, evidence, and reasoning)
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|  | * Use [Freckle](https://www.freckle.com/) assignments for remediation/enrichment
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| **Item** | **Assigned to** | **Due by** |
| Use reading bookmark questions to further teach and spiral the standards | ALL | On-going |
| Use digital resources during class to teach/reinforce the standards | ALL | On-going |
| Utilize informational text in class as mentor texts to look at CER- <https://drive.google.com/file/d/1-cqebYK6Jd_GR_NnU4vgyw1pVn5IiSYu/view?usp=sharing> | ALL | Review before post-test |
| Begin Argumentative Writing Research/Essay | ALL | Early 2nd Semester |

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| **Reflect** | **What results did we get? (% Greater than 80% Post Test)**  |
| * Teacher 1: 77% greater than 80%
* Teacher 2: 47% greater than 80%
* Teacher 3: 79% greater than 80%
* Teacher 4: 71% greater than 80%
* Teacher 5: 72% greater than 80%
 |
|  | * **Celebrations**
	+ Many students improved their SRI scores and are working hard to write/perfect their personal narratives.
	+ Students are excelling after coming back from virtual and jumping back into seated. This assessment proves how hard they continued to work when at home.
	+ Students enjoyed our second unit and practiced many skills throughout our whole class novels
 |
|  | * **OFI**
	+ C,E,R (Claim, Evidence, Reasoning) is huge on the MAP test so we are continuing with that strand into 3rd quarter so the students have plenty of practice.
	+ Independent reading accountability while in Phase 3 was challenging- trying to determine the best way to do this
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