Grade Level Instructional Plan

Create a collective plan of action with grade level team members using this template. This document captures the key components of the grade level problem solving process.

The Foundations of Classroom PBIS & Effective Instruction

Table 1. Use the table below to record the number of classrooms that have each component of Classroom PBIS in place.

Classroom PBIS	Participated in the Classroom PBIS training	Routines and Procedures Written	Matrix Completed	Taught and/or Re-taught
BOY				
MOY				
EOY				

Grade Level Reading Components:

Problem Identification

Current Status

Table 2. Record your grade level's current status based on the Acadience Composite Score

ACADIENCE READING Composite Score	% Above Benchmark	% At Benchmark	% Below Benchmark	% Well Below Benchmark
BOY				
MOY				
EOY				

Acadience Composite Score Goal

BOY Goal:

By the middle of the year benchmark, ____% of our students will be At/Above Benchmark as measured by Acadience.

MOY Update:

Based on the BOY goal, circle the best response below:

- We met our goal!
- We did not meet our goal, but we are on track to reaching it.
- We did not meet our goal, and we are not on track to reaching it.

MOY Goal Update:

By the end of the year (EOY) benchmark assessment, ____% of our students will be At/Above Benchmark as measured by Acadience Reading.

EOY Update:

Based on the MOY goal, circle the best response below:

- We met our goal!
- We did not meet our goal, but we are on track to reaching it.
- We did not meet our goal, and we are not on track to reaching it.

Problem Analysis

Table 3. Record each measure's score below that apply to your grade level.

Acadience Measure	% At & Above Benchmark	Big Idea (Instructional Focus)
FSF: First Sound Fluency		Phonological Awareness
PSF: Phoneme Segmentation Fluency		Phonemic Awareness
NWF CLS: Nonsense Word Fluency Correct Letter Sounds		Alphabetic Principle/Basic Phonics
NWF WWR: Nonsense Word Fluency Whole Words Read		Alphabetic Principle/Basic Phonics
ORF Accuracy: Acadience Oral Reading Fluency Accuracy		Advanced Phonics
ORF Words Correct: Acadience Oral Reading Fluency Rate		Advanced Phonics, Fluency, Vocabulary, Comprehension
Retell		Comprehension (oral reading)
Maze		Comprehension (silent reading)

Measure Specific Goal

Table 4. Fill in the Acadience Measure the team will be using to set a goal and complete the table with the measure specific data.

Acadience Measure:	% Above Benchmark	% At Benchmark	% Below Benchmark	% Well Below Benchmark
BOY				
MOY				
EOY				

BOY Measure Specific Goal(s):

By the MOY benchmark assessment, __% of our students will be At/Above Benchmark as measured by this Acadience Reading Measure: _____.

MOY Measure Specific Goal(s) Update:

Based on the BOY Measure Specific Goal, circle the best response below:

- We met our goal!
- We did not meet our goal, but we are on track to reaching it.
- We did not meet our goal, and we are not on track to reaching it.

Update the BOY Measure Specific Goal, using the sentence frame provided below:

By the EOY benchmark assessment, ___% of our students will at At/Above Benchmark as measured by this Acadience Reading Measure: _____.

EOY Measure Specific Goal(s) Update:

Based on the MOY goal, circle the best response below:

- We met our goal!
- We did not meet our goal, but we are on track to reaching it.
- We did not meet our goal, and we are not on track to reaching it.

Plan Development

Grade Level Decisions

The following are the grade level decisions made regarding:

- Core program and/or supplemental materials
- Instructional routine based on the focus
- Engagement strategy

Curriculum

Table 5. Record grade level decisions related to curriculum in the table below.

Curriculum Materials	Grade Level Decision
Core reading materials that all grade level teachers will use	
If needed, list any supplemental materials all grade level teachers may need to use	

Instruction

Identify the common instructional routine agreed upon by the grade level team:

Environment (Engagement)

Identify the agreed upon category of engagement strategies that your grade level has committed to focus on:

Whole Group Differentiation for Instructional Focus

Table 6. List each classroom teacher's name and how the common instructional routine will be differentiated

Grade/Classroom	Status Report % At/Above Benchmark	Differentiation of the Instructional Focus Routine
Grade Level		
Insert Teacher's Name		
Insert Teacher's Name		
Insert Teacher's Name		

Small Group Differentiation

Table 7. List the agreed upon materials that grade level teams will use to guide small group instruction for the instructional focus

Instructional Focus	Well Below	Below	At	Above
Phonemic Awareness				
Phonics				
Fluency				
Comprehension				

Plan Implementation & Evaluation

On-going team meetings will use the action plan below to review the tasks that connect to the grade level goals and instructional plan.

Table 8. Capture the grade level team action items below and use the list to guide the on-going team meeting and discussions

Action Item	Who Will Do It?	By When?

Communication is also a vital step in the process. Sharing specific celebratory successes, identifying potential barriers, and seeking insight and support from the Building Implementation Team help to solidify the plan.

Table 9. Capture communication items to share with the School Leadership Team regarding the grade level instructional plan

Communication Update	Who Will Do It?	By When?

Table 10. Complete the table below to answer the question: How effective is our support for students who start the year scoring at/above benchmark?

BOY	BOY-MOY	MOY-EOY
% of Students At/Above Benchmark:	% of students still At/Above Benchmark:	% of students still At/Above Benchmark:
Did we meet the goal of maintaining 95%?	Circle: Yes or No	Circle: Yes or No

Table 11. Complete the table below to answer the question: How effective is our support for students who start the year scoring below benchmark?

BOY	BOY-MOY	MOY-EOY
% of Students Below Benchmark:	% of students who moved to At/Above Benchmark:	% of students who moved to At/Above Benchmark:
Did we meet the goal of moving 80-100%?	Circle: Yes or No	Circle: Yes or No

Table 12. Complete the table below to answer the question: How effective is our support for students who start the year scoring well below benchmark?

BOY	BOY-MOY	MOY-EOY
% of Students Well Below Benchmark:	% of students who moved to At/Above Benchmark: % of students who moved to Below Benchmark?	% of students who moved to At/Above Benchmark: % of students who moved to Below Benchmark?
Did we meet the goal of moving 80-100%?	Circle: Yes or No	Circle: Yes or No

Questions to have teams discuss from the middle to end of the year:

- Is our plan being implemented as intended? How do we know?
- Is the plan resulting in the desired change? Have we established our goal?
- Does student data indicate the plan needs to be modified? If yes, how?
- What is the date for the next Grade Level Team meeting?

Questions to guide conversations around barriers to implementation:

- Does everyone understand how and when to use the plan?
- Is the plan feasible to implement?
- Are there ways that the plan can be modified to make implementation more likely?
- What supports can be provided to the implementers?

Cycle back to Step #1 and make any necessary updates or adjustments.