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THE REACH TEAM

The REACH team is composed of significant potential advocates in the student's life. Parents/guardian, teacher, and student select the REACH team members. The REACH Team should convene after the teacher and family have determined that the student continues to struggle and is having difficulty meeting the standards despite the use of intentional and purposeful practices. Their responsibility is to devise a workable plan (MAP-Modified Action Plan) to ensure the success of the student.

The REACH team is to include the parent/guardian, teacher, and student as well as one or more of the following:

- Head teacher or Principal
- Academy registrar
- Conference support person
- Pastor
- Other significant helpers

Two or three REACH team members common to all students' programs would provide continuity within the school.

The teacher is to be the facilitator, scheduling conferences, and notifying team members as needed. The goal of the REACH team is to develop an effective MAP (Modified Action Plan). The MAP specifically outlines the details of the learning expectations as well as support strategies to reach them.

Students are empowered by assuming responsibility for their learning so direct involvement can be critical. However, sound judgement should always be used in determining the extent of the student's involvement.

MAP—MODIFIED ACTION PLAN

In developing a MAP, the REACH team reviews the student's strengths and needs and lists strategies. An effective MAP will require student accountability, commitment by the REACH team members, and creative solutions.

MAP information is to be placed in the cumulative/student record folder.

3. MODIFIED ACTION PLAN: MAP-MODIFIED ACTION PLAN

MAP (MODIFIED ACTION PLAN)

Student _____ Date _____
Teacher _____ Grade _____
School _____ Birth Date _____
Conference _____

STRENGTHS:

PRESENT LEVEL OF PERFORMANCE:

(assessment results (formative and summative), observations, portfolio, etc.)
Please attach any professional psychological and academic achievement scores.

3. MODIFIED ACTION PLAN:

MAP-MODIFIED ACTION PLAN

Student:	Review Date:		
SUBJECT/TEACHER:		INTERVENTIONS/INSTRUCTIONAL STRATEGIES:	
Notes and Reflections:			

3. MODIFIED ACTION PLAN: MAP-MODIFIED ACTION PLAN

STUDENT RESPONSIBILITIES:

PARENT/GUARDIAN RESPONSIBILITIES:

This document will become part of the student's cumulative folder to help teachers better support the student in subsequent grades or schools.

SIGNATURES:

Parent _____ Date _____

Student _____ Date _____

Teacher _____ Date _____

Administrator _____ Date _____

Other _____ Date _____

Other _____ Date _____

Other _____ Date _____

3. MODIFIED ACTION PLAN:

MAP-MODIFIED ACTION PLAN

MAP (MODIFIED ACTION PLAN) *ELEMENTARY SAMPLE*

Student Sally Hill Date August 26

Teacher Ima Teacher Grade 6

School Pleasant Valley Elementary Birth Date 2/3/98

Conference Washington

STRENGTHS:

Sally is very friendly, artistic, and creative. She enjoys scrap-booking and drama.

PRESENT LEVEL OF PERFORMANCE:

(academic assessment scores, social/emotional behavior observations, gross and fine motor skills, etc.) *Please attach any professional psychological and academic achievement scores.*

Sally reads at a 3rd grade level and has difficulty comprehending science and social studies textbooks. She is easily distracted; spelling is below grade level; math is on grade level; her gross- and fine-motor skills are typical.

3. MODIFIED ACTION PLAN: MAP-MODIFIED ACTION PLAN

Student: <i>Sally Hill</i>		Review Date: <i>June 3</i>
SUBJECT/TEACHER:		STRATEGY(S)/MODIFICATION(S):
<p><i>Reading/Ima Teacher</i></p>	<p><i>Reduce reading assignments</i></p> <p><i>Continue using Orton-Gillingham based phonics instruction</i></p> <p><i>Read tests and directions orally</i></p> <p><i>Prepare student in advance for public reading</i></p> <p><i>Use graphic organizers</i></p> <p><i>Use High Interest-Low readability books</i></p> <p><i>Use textbooks on tape</i></p> <p><i>Extended time</i></p> <p><i>Read questions before reading material</i></p> <p><i>Teach vocabulary words prior to reading material</i></p>	
<p><i>Spelling</i></p>	<p><i>Teach phonic rule to go with word</i></p> <p><i>Show and teach correct spelling first</i></p> <p><i>Reduce spelling list and use level of tested ability</i></p> <p><i>Allow spell checker for written assignments</i></p> <p><i>Create their own spelling dictionary of common words</i></p> <p><i>Use word wall</i></p>	
<p>Notes and Reflections:</p>		

(Make additional copies as needed)

3. MODIFIED ACTION PLAN:

MAP-MODIFIED ACTION PLAN

STUDENT RESPONSIBILITIES:

Keep an assignment notebook with assignments and projects listed. Take home weekly spelling list and practice each night— orally and written. Read orally and silently each evening for ½ hour on reading level for pleasure. Check backpack for all necessary textbooks and assignments

PARENT/GUARDIAN RESPONSIBILITIES:

Check and sign assignment notebook when homework is completed. Review and practice spelling words daily. Listen to her oral reading each evening for 15 minutes

This document will become part of the student’s cumulative folder to help teachers better support the student in subsequent grades or schools.

SIGNATURES:

Parent _____ Date _____

Student _____ Date _____

Teacher _____ Date _____

Administrator _____ Date _____

Other _____ Date _____

Other _____ Date _____

Other _____ Date _____

3. MODIFIED ACTION PLAN: MAP-MODIFIED ACTION PLAN

MAP (MODIFIED ACTION PLAN) *SECONDARY SAMPLE*

Student Jim Jones Date August 26
Teacher Ima Teacher Grade 12
School Walla Walla Valley Academy Birth Date _____
Conference Washington

STRENGTHS:

Jim is a hard worker. He is friendly and outgoing. He has a very pleasant, cheerful personality. He enjoys automobiles and manual labor. He is a very auditory learner and hands-on.

PRESENT LEVEL OF PERFORMANCE:

(academic assessment scores, social/emotional behavior observations, gross and fine motor skills, etc.) *Please attach any professional psychological and academic achievement scores.*

Jim functions at about fourth grade academically. He reads about middle of fourth grade and his writing skills are at middle of second grade. Math is about seventh grade level. He has been in Sylvan Learning Center's program and had other phonics/reading training. He tends to skip classes and/or be tardy.

3. MODIFIED ACTION PLAN:

MAP-MODIFIED ACTION PLAN

Student: <i>Jim Jones</i>		Review Date: <i>June 3</i>
SUBJECT/TEACHER:		STRATEGY(S)/MODIFICATION(S):
<i>World Literature/ Mrs. Jackson</i>		<i>Jim will have an audio book to listen to. He will use the computer, with voice activated software, to type his papers. Exams will be given orally.</i>
<i>Bible/ Chaplain Palmer</i>		<i>Jim will have reduced writing assignments. Steps to Christ will be available in an audio format. Exams will be given orally.</i>
<i>Government/ Mr. Bryant</i>		<i>Jim will be given opportunities to do hands-on projects. He will have an audio copy of his textbook and all tests will be given orally. Any written work will be shortened or altered as needed. He will be given extended time if needed.</i>
Notes and Reflections:		

(Make additional copies as needed)

3. MODIFIED ACTION PLAN: MAP-MODIFIED ACTION PLAN

STUDENT RESPONSIBILITIES:

One of his first responsibilities is to be on time to all his classes. He is to keep an assignment book. It is his responsibility to acquire books on CD and then listen to them, especially in his government class. He must check with his teachers regularly.

PARENT/GUARDIAN RESPONSIBILITIES:

Jim's parents need to see that he is leaving home on time to get to school. They can remove privileges if he fails to meet expectations, attendance, completion of work agreed upon, etc.

SIGNATURES:

Parent _____ Date _____

Student _____ Date _____

Teacher _____ Date _____

Administrator _____ Date _____

Other _____ Date _____

Other _____ Date _____

Other _____ Date _____

3. MODIFIED ACTION PLAN:

THE SECOND REACH TEAM MEETING, REFER FOR FURTHER DIAGNOSTIC ASSESSMENT

THE SECOND REACH TEAM MEETING

The REACH team meets for a second time to:

- Review the effectiveness of the MAP after it has been in place

OR

- Review professional testing as soon as it is completed

The REACH team needs to determine in what ways the student's performance has been affected. If the student's performance has improved, then the team will determine the continued length of the MAP. The team may revise the MAP. If, after implementing the revised MAP for a specified trial period, the student is still struggling, the team may recommend for further evaluation.

REFER FOR FURTHER DIAGNOSTIC ASSESSMENT

CANADA

If the local REACH team determines that further evaluation is needed, the REACH teacher should advise parents to contact their family physician since assessment services may be available through provincial health plans. Services vary from province to province, and provincial law and funding formulas may determine what services are available through the local public school system. Classroom teachers are advised to contact their conference REACH representative for assistance in determining what services may be available.

U.S.

If the local REACH team has determined that further evaluation is needed, the parent/guardian has a couple of options. The parent can access further evaluation through the local public school. In order to initiate this process, the parent/guardian must send a written request for evaluation to the local school or district/county office. The classroom teacher should follow up this referral with a phone call to the school district special education office. US Federal law requires 90 days (maximum) to assess, determine the presence of a disability, and write an Individual Education