

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—Measurable 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
- Educational Leader(s) from Conference Office
- Pastor
- School personnel with ability to support the student (may include nurse, paraprofessional, registrar or other)

All teams members are required to abide by confidentiality protocols.

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 (Measurable 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 – MEASURABLE 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.

COLLABORATIVE
Measurable Action Plan (MAP)

Student's Name:		Grade:		DOB:		Age:	
Teacher's Name:		School:					
Parents' Names:		Address		Plan Date:			

Add phone # and email address:

Background Information:

Strengths:

Present Level of Performance:

(Assessment results-formative and summative; observations, portfolio, any additional data. Attach any professional psychological/academic achievement scores or test results.)

Notes and Reflections:

Student:		Review Date:		
Area of Need	Interventions/Strategies	Desired Goal	Time Frame/ Duration	Person Responsible

Resources Required:

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

Team Members Present Signatures:

Teacher _____ Parent _____

Administrator _____ Student _____

Other _____ Other _____

Date _____

COLLABORATIVE

Example Measurable Action Plan (MAP)

Student's Name:	<i>Sally Hill</i>	Grade:	<i>6</i>	DOB:	<i>2/3/98</i>	Age:	
Teacher's Name:	<i>Ima Teacher</i>	School:	<i>Pleasant Valley Elementary</i>				
Parents' Names:		Address	<i>Washington</i>		Plan Date:		

Add phone # and email address:

Background Information:

Sally's parents are a strong support for her. She has a tutor to help with homework. She also enjoys music lessons and plays soccer. Sally has continued difficulty and frustration with school. Her school attendance is good and her vision and hearing are fine. There is difficulty with reading comprehension for grade level material.

Strengths:

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

Present Level of Performance:

(Assessment results-formative and summative; observations, portfolio, any additional data. Attach any professional psychological/academic achievement scores or test results.)

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

Notes and Reflections:

Student: <i>Sally Hill</i>		Review Date:		
Area of Need	Interventions/Strategies	Desired Goal	Time Frame/ Duration	Person Responsible
<i>Reading</i>	<i>Reduce Reading Assignments Continue Orton-Gillingham based phonics instruction Read tests and directions orally Prepare Sally in advance for public reading</i>	<i>Lower frustration level Increase basic reading skills and comprehension Teach Reading strategies for student support and independent use</i>	<i>6 weeks</i>	<i>Ima Teacher</i>
	<i>Use graphic organizers Use high interest-low readability books Use Audiobooks Extended time Read questions before reading material</i>			
	<i>Teach vocabulary words prior to reading material Teach literacy strategies and informational text strategies Do Running Records to monitor progress</i>			
<i>Spelling</i>	<i>Teach phonic rule to go with word study Show and teach correct spelling first Reduce spelling list and use level of tested ability</i>	<i>Increase spelling list and test success Support spelling with phonics rules and word wall Use of computer to prepare for middle and high school</i>	<i>6 weeks</i>	<i>Ima Teacher</i>
	<i>Allow use of computer and spell checker for written assignments Create her own spelling dictionary of common words Use Word Wall</i>	<i>and successful study/work habits</i>		

Resources Required: *Computer, Audio books, Common Core Standards, Running Record, Graphic Organizers, Orton-Gillingham Phonic Program, Guided Leveled Readers*

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

Team Members Present Signatures:

Teacher _____

Parent _____

Administrator _____

Student _____

Other _____

Other _____

Date _____

COLLABORATIVE

Example Measurable Action Plan (MAP)

Student's Name:	<i>Jim Jones</i>	Grade:	<i>12</i>	DOB:	<i>2/3/00</i>	Age:	
Teacher's Name:	<i>Ima Teacher</i>	School:	<i>Walla Walla Academy</i>				
Parents' Names:		Address	<i>Washington</i>		Plan Date:		

Add phone # and email address:

Background Information:

Jim has glasses. He has had support during his elementary and high school years. This is his first year at Walla Walla Academy.

Strengths:

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

Present Level of Performance:

(Assessment results-formative and summative; observations, portfolio, any additional data. Attach any professional psychological/academic achievement scores or test results.)

Jim functions at a fourth-grade level academically. He reads at the middle of fourth grade and his writing skills are at the middle of second grade. Math is at the 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.

Notes and Reflections:

Student: <i>Jim Jones</i>	Review Date:
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Area of Need	Interventions/Strategies	Desired Goal	Time Frame/ Duration	Person Responsible
<i>World Literature</i>	<i>Audio Textbook Use voice activated computer software to type his papers. Graphic Organizers Exams to be given orally</i>	<i>Improved attendance Authentic Assessments to access grade level material and show learning</i>	6 weeks	<i>Mrs. Jackson</i>
<i>Bible</i>	<i>Reduce writing assignments Steps to Christ in audio format Oral Exams Community Service Project</i>	<i>Improved attendance Community Service Project for Spiritual, Collaborative Group and Service Learning Outcome</i>	6 weeks	<i>Chaplain Palmer</i>
<i>Government</i>	<i>Hands-on projects Audio Textbook Oral Exams Reduced amount of written work Graphic Organizers Extended time</i>	<i>Improved attendance Performance Assessments to access grade level material and show learning</i>	6 weeks	<i>Mr. Bryant</i>

Resources Required: *Audio Textbooks, voice activated computer software*

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Team Members Present Signatures:

Teacher _____	Parent _____
Administrator _____	Student _____
Other _____	Other _____
Date _____	

MAP Review

Student's Name:		Grade:		MAP Review Date:	
Teacher's Name		School:			

Outcome of Interventions:

Additional Interventions/Change in Interventions:

Further Recommendations:

Signatures

Date
