## A Principal’s Action Plan Outline for Building a Successful School-wide Intervention System

<table>
<thead>
<tr>
<th>Common Traits of Successful Schools</th>
<th>Characteristic</th>
<th>Specific Feature</th>
<th>Observable Result Successful Principals will...</th>
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| **Strong Leadership**              | Knowledgeable | Recognize and identify all student needs | **Determine and establish:**  
  - intervention budget needs  
  - reading instruction as a priority  
  **Provide:**  
  - scheduling needs  
  - sufficient staff  
  - locate research-based programs for teachers to guide intervention  
  - allocate funding for research-based programs  
  - match program to student need  
  - conduct and lead data meetings |
|                                     |                | Maintain basic knowledge of research-based programs and their availability |                                |
|                                     |                | **Data interpretation** Recognize and identify teacher and scheduling needs |                                |
|                                     |                | Provide, clearly explain, and describe vision for the school |                                |
| **Strong Vision**                  | Strong Vision  | Provide, clearly explain, and describe vision for the school |                                |
|                                     |                | **Data structures, disaggregation, and mobilization** |                                |
| **Positive Belief**                | Beliefs about success with all students and teacher dedication | High expectations | **Provide:**  
  - support to help teachers meet expectations  
  - motivational workshops  
  - research pointing to high performing, high poverty schools |
|                                     |                | **Data structures, disaggregation, and mobilization** |                                |
| **Data Analysis**                  | Ongoing data management and utilization | **Attend monthly grade-level data meetings:**  
  - to learn about school intervention needs  
  - to make changes to personnel and/or programming  
  **Scaffold teachers and staff to:**  
  - discuss and share ideas about student progress  
  - follow up in classroom with differentiated instruction  
  - use data management systems to accurately and effectively analyze data |                                |
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| **Effective Scheduling**           | Efficient      | Flexible use of time, staff, and resources | **Arrange for:**  
|                                    |                |                 | • most appropriate provider of small group instruction  
|                                    |                |                 | • prioritize responsibilities and skills across staff and instructional personnel  
|                                    |                |                 | • common teacher planning time by grade-level  
|                                    |                |                 | • an uninterrupted reading block of 90 minutes or more  
|                                    |                |                 | • identify specific times when will be provided  
| **Professional Development**       | Differentiated | On-going and Follow-up | **Recognize and establish:**  
|                                    |                |                 | • on-going/follow-up training for veteran teachers  
|                                    |                |                 | • on-going/follow-up training for new teachers  
|                                    |                |                 | • problem of high teacher turnover rate and create a contingency plan for high turnover rates  
|                                    |                |                 | • building and district level people to provide training  
|                                    |                |                 | • time in school schedule for regular (monthly/weekly) training  
| **Scientifically Based Intervention Programs** | Targeted | Differentiated materials for more precise lesson planning  
|                                    |                | A set scope and sequence focusing on a specific reading component  
|                                    |                | Different components of reading addressed  
|                                    |                | Technology-based reinforcement | • locate research-based intervention programs for teachers to guide instruction  
|                                    |                |                 | • allocate funding for research-based intervention programs  
|                                    |                |                 | • strategically select intervention programs based on student needs  
| **Parent Involvement**             | Initiative in Communication | Flexible and accommodating | **Provide:**  
|                                    |                | Partnership perspective | • babysitting services at parent information nights  
|                                    |                |                 | • provide food at parent information nights  
|                                    |                |                 | • provide multiple parent information sessions – one in the morning hours and one in the evening  
|                                    |                |                 | • information in multiple languages  
|                                    |                |                 | • interpreters at parent meetings  
|                                    |                |                 | **Establish structures to:**  
|                                    |                |                 | • nurture parental relationships  
|                                    |                |                 | • involve students in their own learning, take ownership of their learning  

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