

**Magnolia Elementary**

**Tree Flower Union School District**

(School)

(District)

<b>Grade:</b>	<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<b>Implementation Date:</b> <small>(First 3 months of 2009-10)</small>	9/7 - 11/30
<b>Kindergarten Skills</b>	<input type="checkbox"/> cvc words <input type="checkbox"/> consonant sounds <input type="checkbox"/> high frequency words <input type="checkbox"/> lower/upper case letters <input type="checkbox"/> rhyming <input type="checkbox"/> vowel sounds <input type="checkbox"/> phonemes		
<b>Grades 1-3 Skills</b>	<input checked="" type="checkbox"/> oral fluency <input type="checkbox"/> vocabulary <input type="checkbox"/> usage <input type="checkbox"/> comprehension <input type="checkbox"/> spelling <input type="checkbox"/> writing		
<b>Instructional Features</b>	<input type="checkbox"/> pacing schedule <input type="checkbox"/> flexible grouping <input type="checkbox"/> skill assessment <input type="checkbox"/> instructional minutes <input type="checkbox"/> direct teaching <input type="checkbox"/> extended instructional minutes		

**Action Plan Description**

**Summary of student assessment data that support the need for the plan**

2009 End-of-Year Fluency scores indicated 53% to 64% (passage 1 to 2) of the incoming first grade students **did not meet benchmark**. The 2009 End-of-Year Fluency scores for 2nd grade indicated 72% to 78% of these students also **did not meet benchmark**. In a review of the *6-8 Week Skills Assessments*, it was noted that not all teachers submitted scores for both passages in a timely manner. Agendas for last year's grade-level meetings covered a variety of topics but lacked a centralized focus.

**Specific actions and person(s) responsible for implementation of actions**

The first grade-level meeting scheduled for the year will be devoted to oral fluency. Principal and coach will facilitate session and share grade-level data from previous year which identifies the percentage of students on the *6-8 Week Skills Assessments* and on the *End-of-Year Assessments* who performed below benchmark. Teachers will discuss data and determine how many minutes daily will be set aside for students to practice oral fluency; where in the instructional program they will find strategies and oral fluency practice materials; what support they will need from the coach; and set targets for percentage of students to be performing at benchmark for the next two *6-8 Week Skills Assessments* subtests of oral fluency. All grade-level meetings occurring during the first three months will cover topics related to oral fluency instruction, and teachers will share results of the *6-8 Week Skills Assessments*.

Teachers will commit to agreed-upon daily minutes for oral fluency instruction and practice. They will report efforts at grade-level meetings up to the end of the 3-month period using assessments as documentation. Coach will work with teachers with high numbers of students performing below benchmark. Coach will also feature special workshops on oral fluency (why it is important and instructional strategies). Principal will monitor grade-level meeting discussions, make regular classroom visits to observe instruction and practice sessions for oral fluency, and monitor *6-8 Week Skills Assessments* data.

**Evidence and criteria to be used to measure effectiveness of actions**

The oral fluency on the first two *6-8 Week Skills Assessments* will be analyzed to determine whether appropriate benchmark % targets were set, reported, and met. Data will be reviewed by the principal, teachers, and coach during grade-level meetings. If targets are not met for the first *6-8 Week Skills Assessments*, the action plan will be modified to keep the focus on meeting oral fluency performance targets. The principal will review schedules and observe classrooms to confirm an increase in student opportunities for instruction and differentiated practice related to fluency.