

SAMPLE TEMPLATE: CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP)

Kindergarten English Language Arts, March 20__

DATA SOURCES: Mid-Year DIBELS; iStation assessments; classroom assessments

ESSENTIAL KNOWLEDGE AND SKILLS ASSESSED:

R F2: Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).

RF2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF3.a: Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sounds for each consonant.

Orientation Step 1: Identify the relevant assessments and define the terms used in the assessment data reports (as needed).

- *DIBELS: We will look at scores from these three DIBELS subtests: FSF (first sound fluency), PSF (phoneme segmentation fluency), and NWF (nonsense word fluency). Each test is one minute long.*
- *iStation assessments: We will look at each students' overall phonemic awareness score. This is also a timed test.*
- *Classroom assessments: In teacher created and administered classroom assessments, students are required to apply their knowledge of rhyming; ability to orally blend and segment words; and ability to identify beginning, middle, and ending sounds. These assessments are untimed.*

Question Step 2: Identify the questions to answer in this data dialogue.

- *Which phonemic awareness skills need to be re-taught at the class level? Which skills need to be re-taught to small groups?*
- *Which students have not yet met mid-year benchmarks on DIBELS? Which phonemic awareness skills pose the most difficulty for the students?*
- *Which students are excelling and could benefit from enrichment activities?*

Patterns Step 3: Identify the major patterns of students' strengths and needs at the class level (if possible, by using more than one data source).

MAJOR PATTERNS OF CLASS STRENGTHS	MAJOR PATTERNS OF CLASS NEEDS

<ul style="list-style-type: none"> • Segment the initial sound of a spoken word • Say letter sounds for most written letters • Segment CVC words into individual phonemes • Identify beginning sounds on untimed tests 	<ul style="list-style-type: none"> • 20% of students have not met the mid-year benchmark for FSF. • 16% of students have not met the mid-year benchmark for PSF. • 16% of students have not met the mid-year benchmark for NWF. • Although many students scored well in CLS (correct letter sounds), they did not do as well in WWR (whole word read).
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Action Step 4: Use the Reflection Guide to help identify the instructional factors that might have contributed to the patterns of student needs. Identify the steps that team members will take to address the patterns of class-level needs and determine when and how re-assessment will occur.

SPECIFIC STEPS WE WILL TAKE TO ADDRESS THE PATTERNS OF CLASS NEEDS
<p><i>Factors contributing to the patterns of weakness: Some students require more time than is permitted by DIBELS. Some English language learners could have possibly had difficulty in understanding the directions. These students have not yet been exposed to many of the English words used in the assessments.</i></p> <p><i>Steps to address patterns of class needs:</i></p> <ul style="list-style-type: none"> • Continue to provide multiple ways for students to demonstrate their phonemic awareness skills. Pre-teach the vocabulary and assessment formats to students receiving special education services and to English language learners, so they will be better prepared for the assessments. • Continue to organize games for students with beginning sounds, intentionally incorporating more timed games into the literacy block. • Work with identified students in the small group block using games from www.fcrr.org to reinforce phoneme segmentation and “Sound Bingo” to reinforce nonsense word fluency. • Develop explicit lessons in which teachers model exactly how students should read the CVC words for students who are not yet blending automatically. <p><i>Re-assessment procedures: We will progress monitor all students who scored in the strategic and intensive range on DIBELS and as Tier 3 students in iStation reports.</i></p>

IF CLASS FOLLOW-UP IS NEEDED, SKIP TO STEP 6. COME BACK TO STEP 5 AFTER FOLLOW-UP AND RE-ASSESSMENT HAVE OCCURRED.

Differentiation Step 5: After follow-up and re-assessment (if necessary), identify the students who excelled and those who still need additional assistance. Identify and implement in-class enrichments and interventions for both groups of students.

STUDENTS WHO PERFORMED PARTICULARLY WELL	SPECIFIC STEPS WE WILL TAKE IN CLASS TO ENRICH THE LEARNING OF THESE STUDENTS	STUDENTS WHO STILL NEED WORK AFTER CLASS FOLLOW-UP	SPECIFIC STEPS WE WILL TAKE IN CLASS TO HELP MORE STUDENTS BECOME PROFICIENT
<ul style="list-style-type: none"> • John • Darrien • Iyona • Tykeem • Damont • Paris 	<p><i>These students who excelled in the number of WWR (whole words read) on the NWF test are ready to participate in guided reading groups with a focus on higher-level phonics and word recognition skills. They will meet two or three times a week, during small group literacy time, in an enrichment reading group led by a classroom volunteer. The leader will follow a scripted guided reading lesson developed by classroom teachers on a rotating basis. Focus will be on the expectations for first grade students in phonics and word recognition skills. Content will be gathered from the intervention modules that are on the MSDE Blackboard site.</i></p>	<ul style="list-style-type: none"> • Adeola • Ariana • Heejun • Nailah • Rongjia • Chelsea • Yuning • Sarah • Chelsea • Ian • Daniel 	<p><i>The special educator will meet with these students during small group literacy time, instead of their participating in one of the three rotations. They have IEP goals that align closely with the DIBELS subtests. The primary focus of this group will be first sound fluency.</i></p> <p><i>The ELL teacher will meet with these students during small group literacy time, instead of their participating in one of the three rotations. These students struggle with rhyming. They will also work on segmenting individual phonemes in CVC words. We will use strategies from the intervention module on the MSDE Blackboard site.</i></p> <p><i>These students will use iStation for 15 minutes during breakfast and arrival time every day. They will benefit from each of the areas provided by iStation. They will also participate in teacher-led small group phonemic awareness games during the developmental centers three times a week, instead of self selecting a developmental center (i. e., blocks, housekeeping, etc.). These sessions will include teacher-created games, such as those found in www.ferr.org. Initial focus will be on first sound fluency and will move on to other needs after benchmark goals are met.</i></p>

	<p><i>In addition, these students will receive a differentiated homework packet also created by teachers on a rotating basis.</i></p>		
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Future Planning Step 6: Identify a skill or concept to be taught in the next few weeks that students will probably find difficult. Collaboratively plan instructional strategies to teach the difficult concept in a new and innovative way. Reflect on the success of the CFIP session and plan for the next meeting. Implement the agreed-upon instructional improvements and be ready to report on their success at a future CFIP session.

<p align="center">SPECIFIC INSTRUCTIONAL ENHANCEMENTS TO A LATER TOPIC</p>
<ul style="list-style-type: none"> • <i>Our team noticed inconsistencies between student scores on classroom assessments and DIBELS assessments, due, we think, to the strict time guidelines required by DIBELS. To prepare students for this requirement, we will incorporate timed games into daily instruction. We will use sand timers when playing phonemic awareness games with the whole class. For example, we will create competitive games in which students “race” one another to see how many beginning sounds they can identify in one minute.</i> • <i>We will alter the way we practice reading CVC words with students. Once students master letter sounds, we will begin modeling how to sound out words “in our heads” rather than aloud. This will prepare students for the NWF portion of DIBELS, as students do not receive credit in DIBELS for pronouncing individual letter sounds before they blend them into a whole word.</i> <p><u><i>Next data analysis session:</i></u> <i>We will meet again in three weeks to share progress monitoring data that are gathered weekly.</i></p>