

SAMPLE TEMPLATE: CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP)
Grade 2 Mathematics, November 20__

DATA SOURCES: Math District Assessment 1

ESSENTIAL SKILLS AND KNOWLEDGE ASSESSED:

Concepts from the following Domains: Numbers and Operation in Base 10 and Measurement and Data

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

September monthly checkpoint (common assessment developed by teachers) and October assessment from the district. Nothing irregular happened while the students were taking the assessments.

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

- *What can we do between now and Benchmark 2 (January) to ensure that 2nd graders can identify and use an open number line?*
- *What standards need to be spiraled over the next two months?*

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"> • <i>2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s.</i> • <i>2.NBT.1b: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</i> • <i>2.NBT.1a: 100 can be thought of as a bundle of ten tens - called a "hundred."</i> 	<ul style="list-style-type: none"> • <i>2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.</i> • <i>2.NBT.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</i>

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>During our weekly “4-square review,” students we have an open number line equation to solve. Open number lines will also be incorporated in the classes’ daily “Number Talk” problems. During “Number Talk,” each problem will be explained and demonstrated by a student. Teachers will work with small groups to reinforce skills using SmartBoards, computers, and dry erase boards.</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"> • Karolina • Brianna P. • Adewale • Ingrid • David • Lilliana • Kentiera • Jonathan • Angel • Dayvin • Nathan • Gabriel • Breanna G. • Trey 	<p><i>We will:</i></p> <ul style="list-style-type: none"> • <i>Have students do more work with adding and subtracting on the number line.</i> • <i>Have pairs of students challenge each other with problems to be placed on the number line. Ask: why might one problem be more challenging than another? For example, why is 72-47 harder than 60 – 40? Then have students explain their</i> 	<ul style="list-style-type: none"> • Kelly • Darrin • Jamaal • Melissa • Rayne • Taylor 	<p><i>We will:</i></p> <ul style="list-style-type: none"> • <i>Choose problems very strategically – first 60 + 20 (using multiples of ten), then 60 + 35, then 45 + 25, then 60 + 12, and then 43 + 12. We will make sure that we also include problems in reverse order (such as 35 + 60).</i> • <i>Model three problems on the SmartBoard.</i> • <i>Next, the students will follow along with dry erase boards and markers. Students will “think</i>

	<p><i>thinking to what problems are harder and why using the SmartBoards.</i></p>		<p><i>aloud” while solving the problems simultaneously as the teacher solves them on the SmartBoard.</i></p> <ul style="list-style-type: none"> • <i>Have students work first in pairs, then independently, to solve several problems from the simplest of problems to the most complex.</i> • <i>Repeat these steps using 3-digit equations, such as 123+151, once 2-digit equations are mastered.</i>
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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.

SPECIFIC INSTRUCTIONAL ENHANCEMENTS TO A LATER TOPIC
<p><i>The next concept to focus on will be . . . To teach this concept, we will use online and in-class table games to keep the students engaged in the learning process.</i></p> <p><u><i>Next Meeting: In two weeks</i></u></p>