

# SAMPLE TEMPLATE: CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP)

## Grade 8 English Language Arts, October 10, 20\_\_

**DATA SOURCES:** Required writing at the end of Week 2 of the War of the Words unit from the MSDE Educator Effectiveness Academy material

### ESSENTIAL KNOWLEDGE AND SKILLS ASSESSED:

*Many skills and knowledge are being addressed in this unit and are embedded in this assessment. Among those to be analyzed in this CFIP meeting are:*

- RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.*
- RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*
- RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.*
- RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e. g., through comparisons, analogies, or categories).*
- RI.8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*
- L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
- b. Form and use verbs in the active and passive voice.*
- L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*
- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.*
- c. Spell correctly.*

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

*Students were asked to respond to the following prompt from the MSDE Educator Effectiveness Academy unit, “War of Words,” on [www.mdk12.org](http://www.mdk12.org): “Think about the three pieces of text we have read this week: “The Treasure of Lemon Brown” by Walter Dean Myers (a fictional short story), “Homeless” (a journalistic essay by Anna Quindlen), and “The 1<sup>st</sup>” (a poem by Lucille Clifton). What do these three pieces have in common? How are they different? Consider:*

- *Theme*
- *Author’s purpose (for informational text)*
- *Setting and character (for literary text)*
- *Language*

- *Topic*
- *The importance of “things”*

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

- *What are the reading comprehension and paragraph writing strengths of our students?*
- *In what areas should we focus our skill development instruction in the next few weeks?*

**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"> <li>• <i>RI.8.1a: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly . . . particularly about setting, characters, and topic.</i></li> <li>• <i>RI.8.2: Determine a central idea of a text.</i></li> <li>• <i>L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i>  <i>b. Form and use verbs in the active voice.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</i></li> <li>• <i>RI.8.1b: Cite the textual evidence that most strongly supports an analysis of what the text says . . . inferences drawn from the text, particularly about theme and language.</i></li> <li>• <i>RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</i></li> <li>• <i>RI.8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</i></li> </ul>

**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.**

## STEPS THE TEAM WILL TAKE TO ADDRESS PATTERNS OF CLASS NEEDS

*Members of our team agreed that we have not given our students an adequate number of examples to help them draw inferences from text. Additionally, we had previously felt that our students needed more opportunity to compare relationships among multiple texts for meaning and theme. This assessment confirmed our suspicions. In an effort to address some of these deficiencies:*

- *Before we move forward, we will use the Resource Sheet, "Homeless: Author's Purpose," in which students indicate the author's purpose for selected quotes and state whether the purpose is mentioned in the text (and indicate the language chosen to state it) or whether it was inferred. We will pursue the meaning of each of the inferences on the resource sheet in greater detail with the students and stress how meaning can be determined when it is not directly stated in the text.*
- *In each unit for the remainder of the year, we will provide several opportunities for students to compare multiple texts for meaning and theme.*

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

**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	IN-CLASS ENRICHMENTS TO IMPLEMENT	STUDENTS WHO STILL NEED WORK ON THESE SKILLS AND KNOWLEDGE AFTER CLASS FOLLOW-UP	IN-CLASS INTERVENTIONS TO IMPLEMENT

<ul style="list-style-type: none"> <li>• Lindsay</li> <li>• Victoria</li> <li>• Alex</li> <li>• Shanna</li> <li>• Ariel</li> <li>• Rebecca</li> <li>• Daniel</li> <li>• Bryan</li> <li>• Clare</li> <li>• Brian</li> <li>• Aimee</li> <li>• Eric</li> <li>• Dylan</li> <li>• John</li> <li>• Kaitlyn</li> <li>• Charles</li> </ul>	<p><i>Have students:</i></p> <ul style="list-style-type: none"> <li>• <i>Write a short story portraying what happened before the poem “the 1<sup>st</sup>” culminating in the scene created by Clifton in the poem. The content of their story should indicate an advanced understanding of the inferences that can be drawn from Clifton’s poem.</i></li> <li>• <i>Use digital and print resources to plan and write an argument or expository essay relating to homelessness or another theme in this unit.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Madeleine</li> <li>• Timothy</li> <li>• Brittany</li> <li>• Megan</li> <li>• Lauren</li> <li>• Hannah</li> <li>• Daniell</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Angelina</li> <li>• Roy</li> </ul>	<p><i>Focus in the intervention will be on these two standards:</i></p> <ul style="list-style-type: none"> <li>• <i>RI 8.1b: Cite the textual evidence that most strongly supports an analysis of what the text says . . . inferences drawn from the text, particularly about theme and language.</i></li> <li>• <i>RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</i></li> </ul> <p><i>These students will create a Venn Diagram, other graphic organizer, or a Wordle (an online pictorial representation of words and concepts) (<a href="http://www.wordle.net">www.wordle.net</a>) showing the relationships among concepts, ideas, and inferences taken from all three texts. Small-group dialogue with these students will focus on the connections among the inferences that can be drawn from more than one text.</i></p> <p><i>In addition to the above in-class intervention, we will recommend these two students for more formal interventions and regrouping during our curriculum extension period, since both students have continually scored lower than the rest of the class in all assessments.</i></p>
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**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

*How writers make setting, imagery, and language choices is addressed in Week 5 lessons. This is always a difficult topic for students. We will all read the short story "The Monkey's Paw" and plan at the next CFIP meeting for how we might use the following fishbowl activity suggested in Lesson Plan 5 of the War of the Words unit:*

*"Have students participate in a fishbowl activity around the focus question: How can a person's greed cause a conflict in his/her life?"*  
<http://www.ion.uillinois.edu/resources/otai/Fishbowl.asp>."

*Students will be required to use specific examples of setting, imagery, and language choices employed in "The Monkey's Paw" as evidence to support their answers.*