SAMPLE TEMPLATE: CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP)
Grade 9 English Language Arts, March 20__

DATA SOURCES: *District-developed Performance Assessment on the Integration of Knowledge and Ideas Cluster from the Standards for Informational Text*

ESSENTIAL KNOWLEDGE AND SKILLS ASSESSED:

RI7 CCR Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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

We administered a district-developed ninth grade writing assessment made up of constructed responses over a two-day period. The district provided multiple readings on a similar topic from different sources, as well as a rubric to assess student writing. Teachers scored student writing from other teachers' classes collaboratively, discussing responses as a team that were difficult to score individually.

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

- *In the second half of the year, how have our students progressed in their ability to analyze multiple written texts deeply and how can we help them improve during the rest of the school year?*

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
• *Analyze print, non-print, and digital text for relevant details that are emphasized in an informational text and that contribute to meaning.*	• *Compare, contrast, draw conclusions, and connect significant details and ideas between two different mediums.*

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
Students may have struggled because we did not previously ask them to draw inferences from multiple resources and to explain these connections to in writing. In order to help students in the future, we will reserve time in the library and set up tasks that have students draw inferences on a single topic from multiple resources (i.e. books, news reports, pictures, brochures, etc.) and identify the many ways in which authors use the unique characteristics of the medium to unfold their inferences. When needed, class time will also be used to teach students how to annotate a text properly. We will also provide direct instruction on how to use their annotations to create strong writing.

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
• *Djion* • *Wade* • *Siarah* • *Craig* • *Anna* • *Ivana* • *Jordan*	*We will:* • *Give these students a more difficult set of three sources (one video, one novel passage, and one informational text) to analyze in which the comparisons are not obvious.*		• *Troy* • *Brian* • *Brenda* • *Colton* • *Chris* • *Mayra* • *Devyn*	*We will:* • *Use small group modeling to demonstrate how to annotate a text effectively.* • *Show an informational video, pausing multiple times to demonstrate for students the*

| • Caitlin | • For each individual text, ask students to analyze how each author unfolds a series of inferences and then draw relevant connections among the three perspectives. | | • Brooke
• Jon
• Tiffany | key points where they should be taking notes and why.
• Allow students to work in pairs to annotate one text on their own, while monitoring their work carefully in order to jump in and help when struggling. Then, have them complete the same activity with two texts, and then with three diverse sources of information, including a video or picture. Then have them compare their findings from the several sources.
• Finally, ask students to complete a similar activity on their own, with multiple texts, to be reviewed by the teacher to ensure that students are making progress in fully grasping the concepts. |
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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
• *In order to better prepare students for future writing assessments such as these, we will prepare and administer several prompts in which we will include similar expectations as their eventual assessment. We will model for students what effective and poor responses look like. Students will generate a list of characteristics of quality responses (with examples) to use as a checklist for their own work.*

- *We will use more close reading, followed by short writing in class, to help students improve in closely analyzing an author's work.*
- *Next meeting: Wednesday, April 3.*