

## SAMPLE TEMPLATE: CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP) High School Accounting, December 20\_\_

**DATA SOURCES:** *Chapter 4 Test (Posting to the General Ledger)*

**ESSENTIAL KNOWLEDGE AND SKILLS ASSESSED:**

- *Analyzing the relationship of the journal to the ledger*
- *Posting amounts from the journal to the ledger accurately utilizing the rules of debits and credits*

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

- *Accounting Drills/Warm-ups*
- *Quizzes on Chapters 4-1, 4-2, 4-3, 4-4, and 4-5*
- *Test on Chapter 4*

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

*Have students improved their skills at accurately posting amounts from the general journal to the general ledger while retaining the knowledge of the rules of debits and credits?*

**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"> <li>• <i>Identifying the Accounting Equation of Assets = Liabilities + Owner's Equity.</i></li> <li>• <i>Differentiating between revenue and an expense</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Retaining prior knowledge of individual account classifications such as cash, supplies, accounts receivable, accounts payable, and owner's equity accounts (Capital vs. Drawing)</i></li> <li>• <i>Understanding and applying the rules of debits/credits, T-accounts, and normal balances</i></li> <li>• <i>Accurately analyzing and recording transactions in the general journal</i></li> </ul>

**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
<ul style="list-style-type: none"> <li>Integrate prior concepts, such as account classification from Chapter 3, while introducing the new Chapter 4 content. Teachers will have students perform additional drills and practice problems (with re-teaching using new strategies where necessary) to ensure understanding of account classification, T-accounts, and normal balances.</li> <li>Integrate into the next unit the re-teaching of account types, classifications, rules of debits/credits, and normal balances by using various visual cues, flash cards, and a “cheat sheet” graphic organizer.</li> </ul>

**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"> <li>Dondre</li> <li>Mercy</li> <li>Christopher</li> <li>Zhivar</li> <li>Rashaw</li> </ul>	<ul style="list-style-type: none"> <li>Pair enriched students with struggling students. Enriched students will be challenged to teach the accounting knowledge while refining their own skills.</li> <li>Provide the higher students a partially completed ledger and</li> </ul>	<ul style="list-style-type: none"> <li>Gary</li> <li>Seth</li> <li>Andre</li> </ul>	<ul style="list-style-type: none"> <li>Struggling students will be paired with an enriched student to discuss and share strategies to improve their skills. Struggling students will feel less threatened and feel motivated to learn a new way to learn from the enriched students.</li> </ul>

	<p><i>have them complete it without using the "cheat sheet."</i></p> <ul style="list-style-type: none"> <li>• <i>Assign advanced problems that ask these students to complete the general journal and post to a blank general ledger.</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Students will be given already completed problems that are both incorrect and correct. Students will pair up, each receiving an incorrect and a correct problem. They will then provide rationales of why and how they arrived at their solutions.</i></li> </ul>
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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>We will investigate ways to increase our individual feedback to students after classwork and quizzes. We will involve students in developing large posters with important concepts shown in visual form to be posted around the room.</i></p>