

**SAMPLE TEMPLATE: CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP)
9th-12th Grade Functional Academic Learning Support (FALS) Program, May 20__**

DATA SOURCES: Alt-MSA assessment analysis and classroom observations and assessments

ESSENTIAL KNOWLEDGE AND SKILLS ASSESSED:

SC Standard 3: Knowledge of Measurement; Indicator 1: Read measurement units; Objective b: Tell time in intervals of hours and half-hours using an analog clock

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

Observation of performance on Alt-MSA as well as class observation over the last several weeks

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

- *Are students continuing to struggle with telling time to the nearest hour? What can we do to help students who are still struggling with these concepts to gain proficiency on the assessment?*

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
<p><i>Students can:</i></p> <ul style="list-style-type: none"> • <i>Identify the hour and minute hand on an analog clock</i> • <i>Identify clockwise movement by hand gestures</i> • <i>Count by 5's</i> • <i>Identify numbers on a clock</i> • <i>Differentiate between a digital and an analog clock</i> 	<p><i>Students are unable to:</i></p> <ul style="list-style-type: none"> • <i>Identify the time to the nearest hour due to the confusion of the placement of the minute hand on the "12" for o'clock</i> • <i>Differentiate between hours and minutes on an analog clock</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

We did not take into consideration that a few of the students struggle with eye sight as well as command of fine motor skills to manipulate the hand-held analogue clocks. We need to give students more opportunities for fine and gross motor movement when working with the clock.

We will have the students stand in a circle to simulate an analog clock. Each student will represent a different number of the clock, and there will be students in the middle representing the hour and minute hands. This will help students use their kinesthetic skills, which are their strengths, to solve the problems. As students become familiar with the differentiation of the hour and minutes hands and with each number's hour and minute designation, they will gradually be re-introduced to handheld analog clocks. Eventually, students will be given times to the nearest half hour to demonstrate on their analog clocks from memory.

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"> • Surkette • Misha • Oscar 	<p><i>Assign each of these students different clocks on the desk with specific times shown on them. Without giving choices, ask students to identify the time to the nearest half-hour increment. Then give students times on a digital clock and have them demonstrate what the same time looks like on an analog clock.</i></p>	<ul style="list-style-type: none"> • Albert • Chip • Suzanne 	<p><i>Student will need to have directions and objectives read aloud. One-on-one instruction will be needed after whole group instruction finishes to determine her progress.</i></p> <p><i>Student will need directions re-worded in her own vocabulary in order to demonstrate competence.</i></p> <p><i>Student will need to work with fewer problems to reduce confusion and anxiety.</i></p>

			<ul style="list-style-type: none"> • Morgan 	Student will need additional practice prior to Alt-MSA.
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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 need to continue to work on time skills. A new strategy not used before will be to provide each student with a blank analog clock, with two blanks for each number, one blank to put the hour number and one blank to put the minute number. This will help students see that each number represents both hours and five-minute intervals.</i></p>

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