

CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP):
*A DATA DIALOGUE PROTOCOL FOR TEACHER TEAMS
 FOR USE WITH THE MARYLAND STANDARDS FOR COLLEGE AND CAREER
 READINESS AND OTHER CURRICULUM*

DATA SOURCES INCLUDED IN THE ANALYSIS:

EXTERNAL ASSESSMENT DATA: _____

BENCHMARK OR COMMON ASSESSMENT DATA: _____

CLASSROOM ASSESSMENT DATA: _____

ESSENTIAL SKILLS AND KNOWLEDGE ASSESSED: _____

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

- A. *What assessment data will we be analyzing and what do the terms in the data report mean?*
- B. *What special characteristics about the assessments should we understand prior to analyzing the data?*

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

- C. *What questions about student achievement are we trying to answer by analyzing the data?*

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
<i>D. What essential skills and knowledge are the most important overall class strengths (using more than one data source, if possible)?</i>	<i>E. What essential skills and knowledge are the most important overall class needs (using more than one data source, if possible)?</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.

- F. *What instructional factors might have contributed to the patterns of student performance on these assessments?*
- G. *What specific steps will we take to address the patterns of class needs, such as providing additional practice, providing more processing (think) time, or re-teaching using a different strategy? How and when will we re-assess to determine progress?*

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 NEED FURTHER WORK AFTER CLASS FOLLOW-UP	SPECIFIC STEPS WE WILL TAKE IN CLASS TO HELP MORE STUDENTS BECOME PROFICIENT
<p><i>H. Who is ready for enrichment and more independent work?</i></p>	<p><i>I. What in-class enrichments will we implement for these students?</i></p> <p><i>J. What assistance and resources will we need to implement the enrichments?</i></p> <p><i>K. Who will be responsible for implementing the enrichments?</i></p> <p><i>L. What data will we use to determine the success of the enrichments?</i></p>	<p><i>M. Who will need some assistance to become proficient on the essential skills and knowledge?</i></p> <p><i>N. Who will need the most additional assistance to become proficient on the essential skills and knowledge?</i></p>	<p><i>O. What in-class interventions will we implement so that these students will attain proficiency on the essential knowledge and skills?</i></p> <p><i>P. What assistance and resources will we need to implement the interventions?</i></p> <p><i>Q. Who will be responsible for implementing the interventions?</i></p> <p><i>R. What data will we use to determine the success of the interventions?</i></p>

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.

S. Based on reflection on our past instruction and the current levels of student performance, as shown by the data, what new instructional strategies will we use to increase student learning on future difficult content?

T. When will we review the data again to determine the success of the enrichments, interventions, and instructional changes?

*U. What do the data **not** tell us? What questions remain about student achievement that we need to answer? How will we attempt to answer these questions?*

CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP) -- TEMPLATE FORMAT A

This is a modification of the original CFIP template for use with the Maryland Standards for College and Career Readiness.

DATA SOURCES:

ESSENTIAL SKILLS AND KNOWLEDGE ASSESSED:

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

What assessment data will we be analyzing and what do the terms in the data report mean?

What special characteristics about the assessments should we understand prior to analyzing the data?

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What questions about student achievement are we trying to answer by analyzing the data?

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
<i>What essential skills and knowledge are the most important overall class strengths (using more than one data source, if possible)?</i>	<i>What essential skills and knowledge are the most important overall class needs (using more than one data source, if possible)?</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
<i>What instructional factors might have contributed to the patterns of student performance on these assessments? What steps will we take to address the patterns of class needs, such as providing additional practice, providing more processing (think) time, or re-teaching using a different strategy,? How and when will we re-assess to determine progress?</i>

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
<p><i>Who is ready for enrichment and more independent work?</i></p>	<p><i>What in-class enrichments will we implement for these students?</i></p> <p><i>What assistance and resources will we need to implement the enrichments?</i></p> <p><i>Who will be responsible for implementing the enrichments?</i></p> <p><i>What data will we use to determine the success of the enrichments?</i></p>	<p><i>Who will need some additional assistance to become proficient on the essential skills and knowledge?</i></p> <p><i>Who will need the most additional assistance to become proficient on the essential skills and knowledge?</i></p>	<p><i>What in-class interventions will we implement so that these students will attain proficiency on the essential skills and knowledge?</i></p> <p><i>What assistance and resources will we need to implement the interventions?</i></p> <p><i>Who will be responsible for implementing the interventions?</i></p> <p><i>What data will we use to determine the success of the interventions?</i></p>

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>What new instructional strategies will we use to increase student learning on upcoming difficult content?</i></p> <p><i>When will we review the data again to determine the success of the enrichments, interventions, and instructional changes?</i></p>

CLASSROOM-FOCUSED IMPROVEMENT PROCESS (CFIP) -- TEMPLATE FORMAT A

This is a modification of the original CFIP template for use with the Maryland Standards for College and Career Readiness.

DATA SOURCES:

ESSENTIAL SKILLS AND KNOWLEDGE ASSESSED:

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

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MAJOR PATTERNS OF CLASS STRENGTHS	MAJOR PATTERNS OF CLASS NEEDS

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

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

***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

CLASSROOM-FOCUSED IMPROVEMENT PROCESS TEMPLATE FORMAT A

This form is a modification of the original CFIP template for use with the Maryland Standards for College and Career Readiness.

TEAM NAME: [Click here to enter text.](#)

TODAY'S DATE [Click here to enter a date.](#)

DATA SOURCES INCLUDED IN THIS ANALYSIS: [Click here to enter text.](#)

ESSENTIAL SKILLS AND KNOWLEDGE ASSESSED: [Click here to enter text.](#)

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

[Click here to enter text.](#)

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[Click here to enter text.](#)

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MAJOR PATTERNS OF CLASS STRENGTHS	MAJOR PATTERNS OF CLASS NEEDS
Click here to enter text.	Click here to enter text.

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SPECIFIC STEPS WE WILL TAKE TO ADDRESS THE PATTERNS OF CLASS NEEDS
Click here to enter text.

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Click here to enter text.	Click here to enter text.

STUDENTS WHO STILL NEED WORK AFTER CLASS FOLLOW-UP	SPECIFIC STEPS WE WILL TAKE IN CLASS TO HELP MORE STUDENTS BECOME PROFICIENT
Click here to enter text.	Click here to enter text.

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.

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SPECIFIC INSTRUCTIONAL ENHANCEMENTS TO A LATER TOPIC
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