

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 B

This CFIP template is appropriate for use by individual teachers as they analyze student assessment data.

Orientation Step 1: SKILLS AND KNOWLEDGE ASSESSED/WHEN:


*What assessment data are we analyzing and when was the assessment administered?
Did anything unusual happen during the assessment that should be noted?*


Question Step 2: QUESTIONS TO BE ANSWERED: *What do we want to learn by looking at the data?*

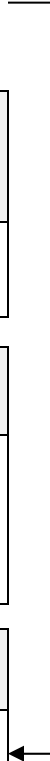
<i>Patterns Step 3:</i> SKILLS AND KNOWLEDGE IN WHICH STUDENTS DID WELL AND OUR RESPONSE	SKILLS AND KNOWLEDGE IN WHICH MANY STUDENTS WERE NOT PROFICIENT	<i>Action Step 4:</i> SPECIFIC STEPS WE WILL TAKE TO ADDRESS THE PATTERNS OF CLASS NEEDS
<p><i>What essential skills and knowledge are the most important overall class strengths (using more than one data source, if possible)?</i></p> <p><i>How can we support these students so they continue to excel?</i></p>	<p><i>What essential skills and knowledge are the most important overall class needs (using more than one data source, if possible)?</i></p> 	<p><i>What step(s) will we take to address the patterns of class needs? Among the choices are:</i></p> <ul style="list-style-type: none"> - Stop and re-teach the weak content to the entire class using a different instructional strategy - Seamlessly embed additional instruction on the weak content into the next unit - Provide no more instruction, but provide additional practice or additional processing (think) time in the weak content using drills, warm-ups, homework, etc. - Differentiate by providing additional instruction and practice on the weak content for non-proficient students, while proficient students complete enrichment activities

REASSESS: WHEN/HOW? *When and how 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.

<i>Differentiation Step 5:</i> STUDENTS WHO PERFORMED PARTICULARLY WELL	SPECIFIC STEPS WE WILL TAKE IN CLASS TO ENRICH THE LEARNING OF THESE STUDENTS
<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>

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 will need additional assistance to attain the essential skills and knowledge?</i></p> 	<p><i>What interventions will we implement so these students will attain the essential skills and knowledge?</i></p> <p><i>What other resources will we need to access to provide more intensive help for some students?</i></p>

<i>Future Planning Step 6:</i> SPECIFIC INSTRUCTIONAL ENHANCEMENTS TO A LATER TOPIC <i>See the Reflection Guide for possible ideas.</i>
<p><i>What new instructional strategies will we use to increase student learning on upcoming difficult content?</i></p> 


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

Orientation Step 1: SKILLS AND KNOWLEDGE ASSESSED/WHEN:

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Question Step 2: QUESTIONS TO BE ANSWERED:


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
<i>Patterns Step 3: SKILLS AND KNOWLEDGE IN WHICH STUDENTS DID WELL AND OUR RESPONSE</i>	SKILLS AND KNOWLEDGE IN WHICH MANY STUDENTS WERE NOT PROFICIENT	<i>Action Step 4: SPECIFIC STEPS WE WILL TAKE TO ADDRESS THE PATTERNS OF CLASS NEEDS</i>
		

REASSESS: WHEN/HOW?

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<i>Differentiation Step 5: STUDENTS WHO PERFORMED PARTICULARLY WELL</i>	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
	

<i>Future Planning Step 6: SPECIFIC INSTRUCTIONAL ENHANCEMENTS TO A LATER TOPIC</i> <i>See the Reflection Guide for possible ideas.</i>